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ABSTRACT

The 10 issues of this organizational journal provide news columns, calls for proposals, conference information, and several major articles. Articles in this volume include: (1) "New Path, Same Goal: An Interview with Blenda Wilson" (Miller); (2) "Making a Difference: Service Learning as an Activism Catalyst and Community Builder" (Calderon); (3) "State of the Association: A Report from the President on the State of the American Association for Higher Education" (Miller); (4) "The Renewing Power of a Sabbatical" (Sabatini); (5) "Who Will Have Access to the Virtual University? Educators and Policymakers Must Work Together To Ensure That No One Is Excluded from the Educational Opportunities in Cyberspace" (Gladieux and Swail); (6) "How I Plan To Improve Higher Education: The 1999 K. Patricia Cross Future Leaders Award Recipients Share Their Plans, Goals, and Visions for the Future"; (7) "Myths That Make Chairs Feel They Are Powerless: Sic Fallacies That Stifle Change--And How To Overcome Them" (Locas); (8) "Learning for Organizing: Institutional Reading Groups as a Strategy for Change" (Eckel); (9) "If a Forest Falls, Is It Because No One Was Listening? A Deconstructionist Fairy Tale for Academe" (Chail); (10) "Evaluating Department Achievements: Consequences of the Work of Faculty: Some Colleges Have Learned How To Change the Program Assessment Process from a Dreaded Chore to a Learning Experience. Here Are Their Strategies" (Wergin); (11) "The Scholarship of Teaching and Learning: Questions and Answers from the Field" (Cambridge); (12) "Telling It Like It Is: Using Social Norms Marketing Campaigns To Reduce Student Drinking" (DeJong and Kinkebach); (13) "Bringing the Carnegie Classification into the 21st Century: The Carnegie Classification Has Served Higher Education Well for Three Decades, But the Time Has Come for a New Approach That Recognizes the Many Dimensions of Commonality and Difference among Institutions" (Mc Cormick); (14) "Straight Talk on Race and American Society: Angela Oh Has Traveled the Country Listening to Americans' Ideas about Race. As a Speaker at the 2000 National Conference on Higher Education, She'll Share Some of What She's Heard. Here's a Preview" (Interview by Hendley); (15) "'Stereotype Threat' and Black College Students: When Capable Black College Students Fail To Perform as Well as Their White Counterparts, the Explanation Often Has Less To Do with Preparation or Ability Than with the Threat of Stereotypes about Their

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Capacity To Succeed" (Steele); (16) "Making Remedial Education Work: Community Colleges Still Have a Long Way To Go To Meet the Needs of At-Risk Students. Here Are Six Recommendations To Improve Your College's Programs" (Roueche and Roueche); (17) "30 Years of Higher Education: Members Reflect on How Far Education Has Come and How Far It Still Must Go To Provide Every Student with the Best Learning Experience Possible" (Hendley); (18) "Embracing Civic Responsibility: How Can a College Integrate the Needs of the Community into Its Mission? University of Vermont President Judith Ramaley Shares Her Experience Nurturing an 'Engaged University'" (Ramaley); (19) "How Post-Tenure Review Became Law: Inside the Legislative Process in Arizona and Texas" (Gignac, Cuellar, Licata); (20) "Institutional Planning That Makes a Difference: What Works, What Doesn't, and Why" (Korschgen, Fuller, and Lambert); (21) "Business and Education in Transition: Why New Partnerships Are Essential to Student Success in the 'New Economy'" (Rao and Sylvester); (22) "2000 AAHE National Conference in Review" (Hendley); (23) "Fair Assessment Practices; Giving Students Equitable Opportunities To Demonstrate Learning" (Suskie); (24) "Strategies To Achieve a Diverse Faculty and Staff: Attracting and Maintaining a Truly Diverse Campus Community Takes Hard Work, Creativity, and a Campus-Wide Commitment" (Spangler and Wilson); and (25) "Rewarding Volunteer Educators: How To Keep Community Professionals Involved in Student Training Programs" (Bellack and King). (SLD)

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Vicky Hendley, Editor

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AAHE Bulletin

A Publication of the
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Bridge Builders, Map Makers, and Educators

A Star to Steer Them

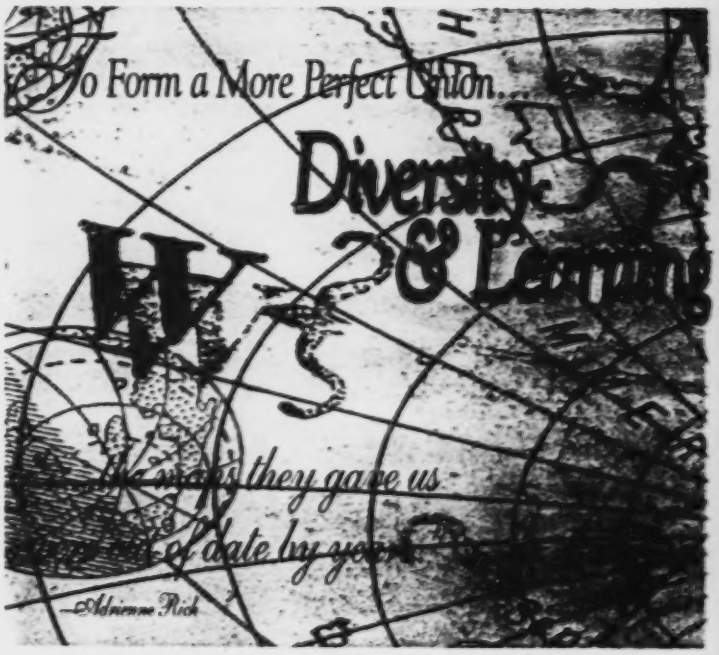
Blenda Wilson's new tack on access and diversity

Voyage of Discovery

Connecting college students to the community
By Jose Calderon

2000 National Conference on Higher Education Call for Proposals

Deadline: October 15, 1999



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AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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AAHE*Bulletin*
Vol. 52, No. 1 / September 1999

Editor: Vicky Hendley

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New Path, Same Goal

An interview with Blenda Wilson

By Margaret A. Miller

Blenda Wilson is president of the Nellie Mae Foundation. She can be reached at blenda_wilson@nelliemae.org.

Educator, diversity advocate, and former AAHE Board Chair Blenda Wilson left academia in July to promote her education agenda in a different, yet related, realm, as president of the newly established Nellie Mae Foundation. The nonprofit charitable organization, recently separated from the for-profit student loan organization Nellie Mae Corporation, focuses on improving education in the New England region through grantmaking, research, and policy initiatives.

In this interview with AAHE President Margaret Miller, Wilson discusses her new career, her continuing commitment to improving equal access to education, and her views on the negative impact of California's recent anti-affirmative action legislation.

MILLER: What prompted you to move from a presidency at Cal State-Northridge to one at the Nellie Mae Foundation, and what do you hope to accomplish in your new job?

WILSON: I learned about Nellie Mae through the search process. As the search consultant described to me what the board wanted in the foundation and where they were focusing, I said at the time, "That's what I do." It is an organization that is addressing the questions that have been the most difficult for me and my institution for the last decade.

MILLER: What are some of those questions?

WILSON: The foundation's mission is to promote access, quality, and effectiveness of education from preschool through to adult years, focusing on under-represented students. There is the belief that if you give students money, you are dealing with the biggest barrier to college. But money alone is not necessarily the biggest barrier. Poor school preparation, lack of motivation, families that don't understand the financial aid process or the admissions process, students who cannot connect education to what they want to do for the rest of their lives — these things are all barriers. And the foundation is committed to working with schools, universities, and community groups to encourage a larger percentage of students in general, and particularly minority students, to be prepared to go to college.

MILLER: What are the biggest levers you have to get people's attention, to make things change?

WILSON: We have people's attention. The state of public education is very, very high on the public agenda. People are very worried about the economic and civic health of our country, given the poor performance of our high school graduating students. What we need are levers around the solution. We need concerted efforts in communities — deep, prolonged, sustained efforts — that involve both the school system and universities. We must make sure that students get the kind of information they need about going to college, and that the schools get the kind of information they need about what colleges expect students to be able to do and know when they get there.

So, to go back to your earlier question, why me in this role? I've been on both the higher ed and the elementary ed side of this question. In truth, at the University of Michigan-Dearborn and Cal

State-Northridge, the most difficult issue for our faculty was the fact that students weren't prepared for the rigors of an academic environment like ours. So I thought I could speak the language that would help schools and universities come together — and also relate to the community and parents in ways that would give some hope to this next generation that they, too, can take their place in the economy and in careers and professions, as have immigrants before.

MILLER: Obviously some of the things you're talking about at the Nellie Mae Foundation were things that concerned you in California. As you say, it was what you'd been doing all along. But, as you look back, what are some of the other challenges you see facing your successor and his or her colleagues in the California system, besides access, which is obviously a crucial one?

WILSON: Well, in the policy environment of California, the immediacy of some solutions to this problem of access becomes even more urgent. The CSU Board of Trustees, for example, has a policy to reduce remedial education efforts on the CSU campuses to 10 percent by the year 2007. At Cal State-Northridge, for example, that would mean the percentage of incoming students needing remediation would have to be reduced from about 65 percent down to 10 percent. I must say, I and my faculty weren't clear about how to do that.

If that policy were implemented immediately, the consequences to CSU-Northridge would be that the enrollment would drop precipitously. We know that.

MILLER: And what happens to those students?

WILSON: They would have no place to go. What policymakers want to believe is that, by some magic, students would either go to the community colleges, or high schools would wake up and prepare them better. But the truth is that many students who aspire to go to a four-year university, if we don't serve their needs, won't go anywhere. They'll get jobs — because most of them work while they go to school anyway. And we'll just lose the potential that those students could obviously bring to a very rapidly changing workplace and an international and multicultural world. It feels to me like being penny-wise and pound-foolish.

So the remediation question, in terms of the state government and the board of trustees, is, in fact, one of the biggest challenges for the four-year college system in California. The second is obviously a companion to that — the impact of the demise of affirmative action policies in California. So you've got a double-barreled shot at minority students: both the lack of any means to assure that their achievements as minority students can be weighed and taken into account in admissions, and, if their schools are also bad and haven't prepared them, then the prohibition or increasing prohibition against remedial courses. I do think those are the most serious problems. The issues I'll be working on here at Nellie Mae are, in fact, the most serious issues in California.

At Issue in California

MILLER: In a letter you wrote me in October last year, when we were talking about the location of AAHE's 2000 National Conference, you passed on to me some of the advice your presidential colleagues gave about holding the event in California. And their advice to AAHE was to come to Anaheim and raise the issues of access and diversity that they are struggling with. (See "Looking Forward to 2000," *AAHE Bulletin*, June 1999.)

WILSON: Yes.

MILLER: How do you think we can do that most effectively at the conference? What kinds of conversations do you hope will happen there? What kinds of sessions ought we to have?

WILSON: Well, a lot of things. First of all, I just think it's healthy for the academic community and the public policy community in California to know that there are places where expressing a different point of view is not suicidal. I think having people come from states where affirmative action hasn't been bludgeoned — though needless to say that number is getting smaller — is a healthy thing.

But in terms of higher education itself, the kinds of conversations that I think would be most useful at AAHE and elsewhere are conversations that show or articulate the relationship between the education of

this and the next generation of new Americans, immigrant Americans, and the opportunities both in the economy and in the world for those students to make a difference. I wish economists would study what it means if you really let 60 percent of your population languish at an educational level below what is required for the 21st century economy. Can't there be somebody who can do projections of what that does to our country?

The problem has always been that affirmative action is seen by its opponents as a social gift or giveaway to individuals. We need to talk about why the education of all children, but certainly minority children and those who may need extra support to achieve the ultimate ends of education, is important to all of us.

We did some research at Cal State-Northridge around the potential of students to complete college. We can demonstrate that remedial math students who complete our math sequence have as good or better a potential of graduating with a bachelor's degree as students who come in without needing remediation.

We need success stories about the achievements of programs that are based on a recognition of how diverse our universities ought to be for this next century. AAHE is a forum where education professionals can really talk across the boundaries of different political points of view.

MILLER: Right. We're going to have several conference tracks. One is on access, preparing students for college. The second is ensuring student success — the kinds of support necessary to foster student success. The third is inclusive pedagogy and curricula. And the fourth is on faculty and staff. Can you say just a word about the last of these? What kinds of public policy challenges are there to diversifying the faculty and staff? And why is that important?

WILSON: Well, "role model" is a term that we have only begun to use comfortably recently. It is true that children model themselves on adults, and adolescents model themselves on what they see or what they've seen. To the extent that you have any profession whose members are limited to one kind of person or one sex or one race, it is a social message that others are not able or entitled or considered for those roles. So, if one expects to have, for example, minority faculty members in math, it's useful for universities both to make certain that minorities can be trained successfully as math faculty and to have those individuals teach students math, not only for the role modeling it gives minority students but also for the picture of inclusiveness that it presents for all students.

MILLER: Right.

WILSON: There's nothing new about the need for minority faculty in universities. What is new is that instead of previous affirmative action efforts, where you could make a special recruitment effort on behalf of minorities, the impetus now has to come from within universities to encourage and train and provide incentives for under-represented students to get doctoral degrees and be interested in academic careers.

We need to talk about why the education of all children, but certainly minority children and those who may need extra support to achieve the ultimate ends of education, is important to all of us.

The fact of the matter is that the most able women and minorities now have options they didn't have before. And businesses are not at all uncomfortable with the realization that if they're going to serve a world market, they need people who can speak different languages and can represent the customers that are in the world. The universities didn't make up affirmative action. It was made up in a political arena. And then, for the most part, universities were as recalcitrant and reluctant to do it as some other industries. But the truth is that universities are the only place, the *only* place, that someone is likely to become oriented and encouraged and motivated to be a university professor.

I'm hoping that there is somebody who, in the face of the *public* negative approach that California represents, can talk about legal and effective ways of increasing minority faculty and staff.

Words of Wisdom

MILLER: Now that you've moved on to a new place from which to exercise your leadership as one of the pre-eminent academics in this country, do you have any words of advice to give to people who are still working on campuses? Any final thoughts about what they need to be thinking about?

WILSON: I think universities, colleges, and schools are the most noble, the most rewarding, the most important institutions our society has. They're the only institutions that were established with a mission of helping people develop and find their way in life.

Cal State-Northridge, because of an earthquake, went through a major strategic planning process in which the faculty and everybody else on campus concurred with a mission statement that says, in short, that we exist to help students achieve their educational goals. Period. Everybody knows it. And when you focus on students that way, and faculty and staff realize that everything they do can contribute to how students grow or don't, I think the opportunities for real fulfillment in our roles are great.

MILLER: Well, Blenda, this has just been wonderful. Thank you so much. We're going to be in Anaheim from March 29th to April 2nd, and we hope you will be there with us.

WILSON: I will definitely be there. I promised you that my colleagues would welcome you, and I wouldn't miss it. I think it's a very important decision you've made in bringing the National Conference to Anaheim. A courageous one and a good one. I'll be there.

Blenda Wilson, a former chair of AAHE's Board of Directors, joined Nellie Mae in July 1999 as its first president and chief operating officer. Wilson came to Nellie Mae after seven years as president of California State University-Northridge, which she helped rebuild after the 1994 Northridge earthquake left the campus with more than $100 million in damage. She was chancellor of the University of Michigan-Dearborn from 1988 to 1992; executive director of the Colorado Commission on Higher Education from 1984 to 1988; and held several positions at Harvard University, Graduate School of Education, from 1972 to 1982, including senior associate dean.

Wilson holds a doctorate in higher education administration from Boston College; a master of arts in education from Seton Hall University; and a bachelor of arts in English and secondary education from Cedar Crest College; as well as nine honorary degrees.

The Nellie Mae Foundation sold its for-profit Nellie Mae Corporation, a student loan financing organization, in July 1999 to the Sallie Mae Corporation.

Making a Difference

Service-Learning as an Activism Catalyst and Community Builder

By Jose Calderon

Jose Calderon is an associate professor in sociology and Chicano studies at Pitzer College in Claremont, California. He can be reached at jose_calderon @email.pitzer.edu; (909) 621-800, ext. 72852.

Adapted from "A Multicultural and Critical Perspective on Teaching Through Community: A Dialogue With Jose Calderon of Pitzer College," by Sandra Enos, which appears in the recently published book Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology *(AAHE 1999), James Ostrow, Garry Hesser, and Sandra Enos, editors.*

When I began teaching at Pitzer College, I wanted to develop a class that could let students feel what I felt when I went out to work with Cesar Chavez and the United Farm Workers (UFW) after I graduated. That experience had changed my life in terms of wanting to come back and organize in my own community back in Colorado. So in order to bring a flavor of that experience to my students, I developed a class called Rural and Urban Ethnic Movements, where students go work and live with the farmworkers. In preparation for their going, I utilize a number of books and a lot of literature that has been written about the farmworkers. The ties that I developed in the early 1970s have provided me with the contacts to allow for the kinds of relations that have developed between students at Pitzer and the United Farm Workers. In return for the union's hospitality and shared knowledge, the students work in various departments of the union. When they return to

At AAHE's 2000 National Conference on Higher Education (March 29–April 2, Anaheim, CA), Jose Calderon will be one of four Featured Speakers on Saturday morning, April 1. (For more about the upcoming conference, see the Call for Proposals in this issue.)

Pitzer, they organize a memorial celebration and support the union's boycott efforts throughout the year.

Integrating community service into my classroom came out of a passion, of trying to figure out how I could connect this passion for community activism and social change with the classroom and do it in such a way that I could survive in academia. A lot of the faculty whom I have met have had some type of community organizing and service background. Because of their past experiences, they struggle to make education a nonalienating, relevant experience. Usually, these individuals care immensely about the state of the world and its inhabitants, and they are using their energies to make it a better place to live. I put myself in this group. Although we have stumbled over many hurdles, we tend to be optimists. We are constantly looking for new angles to teach, learn, and organize. There are never enough hours in the day to do all of this — but somehow service-learning creates the balance and the link.

Building Community

The communities that I have been working with have been empowered to see campuses as having tremendous resources that the community can take advantage of. The labor unions, for example, are actively seeking to develop stronger ties among labor, campuses, and community activists. I am heartened by the efforts being made by labor organizers as well as faculty to become part of the communities that they live in — collaborating with neighborhood groups to advance local organizing efforts and political campaigns.

As the research efforts on our campuses are being used to create and change policies, the divide between campus and community is being diminished. Our communities don't see the campus as an island, and, more important, we don't see ourselves as an island. We see ourselves as an appendage of a larger community.

As students and faculty get involved in local political issues, they also begin to see that they can be a political force in the community. They no longer see themselves as travelers passing by, but as individuals with a stake in the decisions being made. Service-learning certainly helps to bring all these aspects together. Pitzer College, as an example, is developing a reputation locally and regionally as a place where there is a culture of service-learning. We get calls all the time from schools that want to utilize our resources in conflict resolution, early outreach, and curriculum transformation. As we get known for that sort of work, the strengths and advantages of service-learning get known.

Lessons Beyond the Classroom

Service-learning also provides our students with unique teaching and learning experiences. For example, students "do" diversity and multiculturalism without realizing it. In various classes that I have been involved with, students were drawn from different backgrounds in terms of race, class, gender, and sexual orientation. What I found is that the students, in the process of working together in service-learning projects, have developed a sense of collectivity. In the case of the UFW experience, students work together in teams doing data entry, public action mailings, archival research, etc. In return for the union's hospitality and shared knowledge, the students present a reflection of what they have learned through the medium of theater. The beauty of this project is that it brings together students from diverse backgrounds to work together and to think critically and creatively. When they come back to campus, these ties are not lost but enriched. These are results that we cannot replicate in the classroom. These are results that reenergize me as a professor and remind me about the concrete meaning of collaborative learning.

A lot of students come right out of high school and are full of theories and ideas that they were taught in high school or by their parents. Many students come out of communities where they were not exposed to people of color or to issues having to do with race, gender, class, or gay and lesbian issues. In the Rural and Urban Ethnic Movements class, we get students from all different stratification levels. The students who are the most affected are not necessarily the minority students, because I think they know some of that [the social situation]. The students who have been somewhat isolated and have not been exposed to the conditions of farmworkers and how farmworkers have emerged to organize themselves are the ones who begin to question why there has been this massive movement, there have been all these books written about it, and they have not been taught about it. The direct experience with the UFW affects them on a long-term basis, because it doesn't just follow how they have been taught in the past out of a book or a teacher feeding them abstract information.

And the impact is long term: that is why it is hard to evaluate the effect of service-learning after one semester. Usually, students say that they had a positive experience and that they learned a lot. But the long-term impact is what we don't get right away. For example, I had this very conservative student who used to question the legitimacy of unions. He went on the service-learning alternative spring break. I recently got a letter from him in which he wrote that the class and experience had changed his entire life. He wrote that he decided to go into social welfare and empower people. Before, his outlook was to go into corporate America and make lots of money. His is not an isolated incident. If we started asking people involved in service-learning all across the country, I think we would find that this transformation occurs among many students. They end up working with the homeless, in unions, in nonprofits, in agencies, and in the community. Their values are now to use their lives, their knowledge, and their values to build a better community. That is what I have found. Again, some of the students who are most affected are not just students from minority backgrounds but those other students.

Bringing It Back to the Campus

Service-learning outside of the classroom also has an impact inside the classroom. One of the lessons that I have learned about student-centered education is that if it is applied well, it leads to a more interactive classroom, where the roles of the faculty member are made more equal to those of the student. This is a good thing.

However, I have also found (particularly in introductory courses) that many students have not been exposed to particular theories or different ways of looking at issues. Some students in this situation often become comfortable with sharing their experience but slight the importance of doing the readings. As professors, we can shirk our responsibilities if the class becomes primarily focused on lived experience. The students need to learn to be dialectical and critical of the various sides and implications of classical and contemporary issues and theories in the literature. They need to ask challenging questions: Why do people have different positions on issues? Why are individuals and groups stratified at different levels? How did I, as an individual, get stratified in the position that I am in today? Students should be able to explain the historical, economic, political, and social foundations of how individuals and groups have become stratified at different levels and how inequality in positioning is explained in different ways by contending theories and theoreticians.

Overall, I think that this type of learning by "doing" sociology will stay much longer with them than if it were knowledge being taught merely out of a book. I am learning, more and more, how to develop combinations of lived experience, theory, and praxis in the classroom.

Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology is part of the AAHE Series on Service-Learning in the Disciplines, designed for faculty wishing to explore community-based learning in and through their individual disciplinary areas. Through the series and various coalition-building activities, AAHE aims ultimately to strengthen the educational infrastructure supporting service-learning in higher education.

The series consists of 18 volumes in the following disciplines:
Accounting
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Women's Studies

More than 200 disciplinary teacher-scholars are contributors to the series. To purchase a volume or the entire series, contact the AAHE Publications Desk, (202) 293-6440, (x 780).

State of the Association

By Margaret A. Miller

Margaret A. Miller is president of the American Association for Higher Education. To contact her directly, send email to aahepres@aahe.org.

This is the first installment of a regular Bulletin *feature, the fall letter from the president to the membership. In it, the president will bring you up to date on what your Association has done in the past year and what it intends for the coming one.*

Welcome to the new academic year. I hope that summer brought you, as it did us in the AAHE offices, a renewed energy for the work that faces us in the year ahead.

Our Established Projects Evolve

Through its New Pathways II project and in cooperation with Harvard University, the **AAHE Forum on Faculty Roles & Rewards** has sustained its attention to changes in faculty employment arrangements and careers, departmental evaluations, the tenure process, and post-tenure review. Such themes will be highlighted at the Forum's 2000 annual national conference February 3–6 in New Orleans. With the theme "*Scholarship Reconsidered* Reconsidered," the conference also will celebrate (and critique) the legacy of that seminal report on the 10th anniversary of its publication by the Carnegie Foundation for the Advancement of Teaching.

The **AAHE Teaching Initiatives**, building on previous work, are now focused on a joint program with the Carnegie Foundation, called the Carnegie Academy for Teaching and Learning. AAHE's part in the undertaking is the Teaching Academy Campus Program, a national network of colleges and universities committed to promoting the scholarship of teaching and learning. More than 120 institutions are beginning to make practitioner knowledge about teaching and learning publicly accessible, open to peer critique, and available for reuse. Later, a selected set of institutions will connect for further work and dissemination of their results.

Asked on a recent AAHE member survey what were the most important issues in higher education, more than 90 percent of you who responded picked "assessment of student learning." Assessment's growing importance is verified by attendance figures at our annual national Assessment Conference, which for the past two years have been increasing (to more than 1,600 people in 1999). In the coming year, AAHE will be rethinking the **AAHE Assessment Forum**'s work, and we would appreciate suggestions you might have on how to make what we do in this arena more useful to you.

In addition to those conferences on faculty roles and assessment and our flagship National Conference on Higher Education, AAHE also runs a **Summer Academy: "Organizing for Learning."** An evolution of AAHE's project on quality, the Summer Academy brings institutional or cross-institutional teams to the Rockies for a week's work on projects that require an intensive design period or on new plans to enlarge successful initiatives. AAHE staff and others present plenary sessions and workshops on organizational change, serve as coaches to the teams, and otherwise support their work. The fourth Summer Academy, held in Snowmass, Colorado, was a critical success.

For several years AAHE has worked to promote service-learning as a pedagogical strategy, most prominently through our ***Series on Service-Learning in the Disciplines*** publications. We believe

service-learning is one of the most effective ways to engage students' hearts, as well as their heads, in a way that leads to deep learning. So, as the *Series* heads toward the last of its initial 18 volumes next spring, we will continue our work by means of a partnership with Campus Compact and a grant from the Corporation for National Service.

Service-learning is not just a powerful pedagogy, though — it is also a means by which the civic capacities of students can be fostered. AAHE will be building on its service-learning program by developing a new initiative in the area of **civic engagement**. We will begin by taking over from the American Council on Education leadership in coordinating the efforts of a number of associations and institutions in the area of civic responsibility, while AAHE develops its own substantive contribution to the field. Here, too, we welcome your ideas about options; for instance, we might explore and disseminate strategies for teaching civic capacities, or help define and support the scholarship of engagement.

Enriching AAHE's Agenda With Partnerships

One of my particular goals as president is to increase the number and strength of the partnerships by which AAHE meets is mission and goals. The most important of these partners is **The TLT Group**, our teaching, learning, and technology affiliate. On the same member survey that identified assessment as an important issue, you also singled out educational uses of information technology ("important" or "very important" for 92 percent of respondents).

The work that The TLT Group does meets member needs on several fronts, by supporting technology roundtables on campuses, through the AAHESGIT listserv, and at its annual Summer Institute. Its Flashlight Project combines the two concerns of technology and assessment, in providing evaluation tool kits and instruments through which institutions can assess technology's impact on learning. And its Student Technology Assistants program has more than 20 campuses training students to provide technical support for technology.

Another partnership — with the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) — produced ***Powerful Partnerships***, a publication describing principles that should guide student-affairs and academic-affairs cooperative efforts to foster student learning. The text of the report, and information on how to order printed copies, can be found on AAHE's homepage (www.aahe.org).

Several other partnerships further strengthen the resources AAHE can offer you as a member. With a grant from the National Science Foundation, last fall the Association mounted a conference on **reform in the SMET disciplines** (science, mathematics, engineering, technology). Armed with laptops, attendees built a website live as the conference progressed. You can see the results in the "Programs and Partnerships" section of AAHE's homepage under "Program for the Promotion of Institutional Change." This winter, all AAHE members will receive an executive summary of the conference proceedings, plus several commissioned papers on science reform.

Another line of partnership work that is making use of technology is the **Urban Universities Portfolio Project**. In this Pew-funded project, AAHE has teamed up with Indiana University Purdue University Indianapolis (IUPUI) to bring together si.. urban public universities (California State-Sacramento, Georgia State, Portland State, University of Illinois-Chicago, and University of Massachusetts-Boston) for a conversation about what it means to be an effective urban university, and how that effectiveness can be documented through electronic portfolios. You can find more about that project, too, plus a link to the project's own website, on the AAHE homepage under "Programs and Partnerships."

Lines of New Work

One of AAHE's top priorities for new work is in the area of diversity. We have proposed an as-yet-unfunded project to **develop, publish, and distribute a series of publications on diversity** akin to those on service-learning in our *Series on Service-Learning in the Disciplines*. The useful, practice-oriented books would focus on how to promote the success of students of color in gateway courses in several key disciplines.

Complementing this publication project on diversity is next spring's National Conference on Higher Education (March 29–April 2, 2000, in Anaheim, California), whose theme, "To Form a More Perfect Union: Diversity and Learning," is described more fully in the Call for Proposals in this *Bulletin*.

continued on page 16

AAHE News

Call for Proposals for 2000 National Conference

Berry

AAHE will hold its 2000 National Conference on Higher Education, March 29–April 2, in Anaheim, California. The call for proposals is included as a special insert in this issue, and is also available at www.aahe.org. "Diversity & Learning" is this year's theme, and activist, author, and scholar Mary Frances Berry, chair of the U.S. Commission on Civil Rights, will be the keynote speaker.

Steele

Natalicio

O'Banion

Coombs

Claude M. Steele, professor and chair of the psychology department at Stanford University, will give one of two plenary speeches. Featured session speakers include Diana Natalicio, president, University of Texas-El Paso; Terry O'Banion, president, League for Innovation in the Community College; Jose Calderon, associate professor, sociology and Chicano studies, Pitzer College (see his article "Making a Difference" on page 7); and Norm Coombs, professor emeritus, Rochester Institute of Technology and chair, The TLT Group's Equal Access to Software and Information Project.

For more information on the National Conference, including registration materials, contact the conferences and meetings office, (x774); or see www.aahe.org.

Nominations for the K. Patricia Cross Future Leaders Awards

Applications are now being accepted for this year's K. Patricia Cross Future Leaders Awards, which provide graduate students with stipends to attend the National Conference on Higher Education. Awards include travel, lodging, and conference registration (to a maximum of $1,500).

All graduate students planning a higher education career are eligible, regardless of academic department. Nominees should demonstrate (1) leadership ability or potential for exercising leadership in teaching and learning, with a strong commitment to academic and civic responsibility, and (2) leadership or potential leadership in the development of others as leaders, scholars, and citizens.

Students must be nominated by a faculty member or administrator, and nomination packages must include a supporting letter from a second faculty member or administrator and a statement from the student indicating how he or she meets the award criteria.

Cross, professor of higher education emerita at the University of California-Berkeley, has twice been named one of the most important leaders in higher education by *Change* magazine (1975, 1998). Known for her work as an administrator, author, researcher, and teacher, she has twice been elected chair of AAHE's Board of Directors (1975, 1989). This is the second year she has funded these awards.

Awardees will be announced in January and recognized at the conference. Mail or fax nominations by October 29 to: K. Patricia Cross Future Leaders Award Committee, c/o AAHE, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; fax 202/293-0073; or contact Brenda Reid, assistant to the vice president, (x763), breid@aahe.org.

Change in Membership Year

The AAHE Membership year now runs September 1 through August 31, to coincide with the academic year. Invoices for the current year have been mailed, and dues previously paid will be reflected as a credit on the invoice. Members who have already paid for the year will not receive another invoice.

The change will make the renewal system more efficient, as well as make it easier for members to know when their membership is up to date. For more information, contact Kimberly Knight, director of marketing and membership, (x776), kknight@aahe.org.

AAHE Online Search

AAHE is adding a search engine to its homepage, www.aahe.org. The new feature should be online by September 1.

Faculty Appointment Policy Archive (FAPA)

The Project on Faculty Appointments at the Harvard Graduate School of Education has just released a *Faculty Appointments Policy Archive* on CD-ROM. The report is part of a collabora-

tive effort with AAHE's New Pathways II initiative, a program of the Forum on Faculty Roles & Rewards.

The CD-ROM contains faculty appointment policies from 250 four-year institutions across the United States. Data are current through the spring of 1999. Information includes policy statements, provisions, terms, and conditions in the following areas: academic freedom; definition and locus of tenure; dismissal for cause and lesser sanctions; employment provisions at institutions without tenure; faculty ranks, titles, and roles; financial exigency and program discontinuance terms; probationary/pre-tenure period; promotion policies; and post-tenure review.

The *Faculty Appointments Policy Archive* CD is available from Anker Publishing, c/o Publishers Business Services, P.O. Box 390, Jaffrey, NH 03452-0390; 603/532-7454; www.ankerpub.com. The cost is $125 plus 10 percent shipping and handling.

Headquarters Staff News

There are several new faces at AAHE. Sheila Faison is AAHE's new data entry clerk. Faison, who came to AAHE from the Student National Medical Association, will be responsible for conference registration and membership records. "Faison's experience in association data processing will help AAHE provide its members with faster, more efficient service, particularly during the busy conference registration periods," said Barrie Orellana, AAHE's director of finance and administration.

Vicky Hendley is the new editor of the *AAHE Bulletin*. She has 10 years experience in higher education publishing, most recently at the American Society for Engineering Education, where she was assistant managing editor of *PRISM* magazine. She is also a former editor at the American Association of Community Colleges. Hendley has a bachelor's degree in journalism from California State University-Long Beach and has several writing and editing awards from the Educational Press Association and the Florida Education Association.

"We're very happy to welcome Vicky Hendley to the staff. Her expertise and the take she has on higher education should add new value to one of our most important member benefits, the *Bulletin*," said AAHE President Margaret Miller.

As editor, Hendley is responsible for *Bulletin*'s daily operations as well as decisions about content. She replaces in the latter role vice president Ted Marchese.

In other headquarters news, Kimberly Knight, AAHE's director of marketing and membership, was recently recognized as a Certified Association Executive (CAE) by the American Society of Association Executives. The certification process includes an extensive application that highlights both professional and personal achievement, and a comprehensive exam covering the association management field.

Corrections

Jim Cummins

The email address for Jim Cummins, author of "Research, Ethics, and Public Discourse: The Debate on Bilingual Education," was incorrect in the June 1999 issue. You can contact him at jcummins@oise.utoronto.ca.

Membership Dues Increase

Also in the June 1999 issue, the increase in membership dues was stated incorrectly. The new rates, now in effect, are $115 for "Regular" members, a $10 increase; and $60 for "Retired" members, *a $5 increase.* "Student" member dues remain $55.

TLT Group Online Workshops

The TLT Group, AAHE's teaching, learning, and technology affiliate, is offering a series of online workshops to help faculty, administrators, and the professionals who support them develop both the technical skills and the conceptual models to effectively use educational technology. AAHE members are eligible for discounts for all online courses.

Workshops scheduled this fall will cover a variety of topics, including creating multimedia classroom presentations, intellectual property rights of course ownership, re-conceiving one's teaching, and exploring email's impact on the writing curriculum. Also planned, in conjunction with Project EASI, are two workshops on creating barrier-free websites and educational technology environments that are accessible by all learners, disabled or not.

For more information on TLT's fall workshop schedule, see www.tltgroup.org.

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Teaching Academy Campus Program

AAHE continues to register campuses for the Teaching Academy Campus Program. The registration deadline is June 2000. To receive an information booklet that contains registration instructions, contact Teresa Antonucci, program manager, (x783), tantonucci @aahe.org.

The Campus Program, which AAHE's Teaching Initiatives manage for the Carnegie Foundation for the Advancement of Teaching, is developing a national network of campuses committed to the scholarship of teaching and learning.

The Campus Program is developing a website that will provide program participants with a variety of technology-based teaching and learning resources. Representatives from nine registered campuses, selected because they have used technology in their work on the scholarship of teaching and learning, met in August to brainstorm and plan the site. The WebCenter site will be launched for all registered Campus Program campuses during spring 2000.

Eighth Annual Conference on Faculty Roles & Rewards

AAHE's next Conference on Faculty Roles & Rewards will take place February 3–6, 2000, in New Orleans. The program focuses on "*Scholarship Reconsidered* Reconsidered: Update and New Directions."

The conference preview, which includes registration materials, will be mailed in November to all past FFRR conference attendees, all AAHE members, and anyone who has requested information. Conference material will also be posted to AAHE's website. Team discounts (for three or more participants from a campus who register together) and early bird discounts are available.

To be added to the mailing list, or for more information about AAHE's Forum on Faculty Roles & Rewards or its annual conference, contact Fariha Laheeb, project assistant, (x770), aaheffrr@aahe.org.

"Post-Tenure Review Considered" Event

The 2000 Conference on Faculty Roles & Rewards (February 3–6 in New Orleans) will include a preconference assembly on "Post-Tenure Review Considered," which will focus on work being done as part of AAHE's New Pathways II project "Academic Careers for a New Century: From Inquiry to Practice." The assembly, February 3–4, will address the issues and directions institutions are considering as post-tenure review policies are created and implemented. The ticketed event will be open to all regular conference registrants on a first-come, first-served basis. Registration information will be included in the FFRR Conference Preview, which will be mailed in November.

The preconference event and the related conference sessions will provide models for getting started with post-tenure review, approaches to maintaining the momentum of newly established PTR programs, and practices for infusing innovation into existing PTR systems. For more information, or to be added to the mailing list, contact Fariha Laheeb, project assistant, (x770), aaheffrr@aahe.org.

Institutional Portfolio Project

Inaugurating its second year, the Urban Universities Portfolio Project (UUPP) convened August 12–14 at Portland State University. The three-year project engages six universities in the creation of institutional portfolios and in an innovative auditing process to demonstrate institutional effectiveness.

Much of the annual all-project meeting focused on moving forward with an important part of the project's agenda: collaborating with external stakeholders to learn more about their perspectives on urban public universities, to enhance their understanding of the distinguishing features of urban public universities, and to encourage more attention to educational effectiveness and public service in evaluating, ranking, and categorizing higher education institutions.

In line with these purposes, presenter Alexander McCormick, a senior scholar at the Carnegie Foundation for the Advancement of Teaching, discussed how the new Carnegie classification system, slated to go into effect in 2005, might incorporate teaching, learning, and public service. His session, "New Directions in Institutional Accreditation," featured work in the accreditation community on alternative accreditation approaches that focus more closely on effective teaching, learning, and quality assurance practices. The UUPP will experiment with one such alternative approach in the coming year — "pre-audit" campus visits that use the electronic institutional portfolios as documentation of institutional quality assurance, assessment, and improvement practices.

The project is cosponsored by AAHE and IUPUI and funded by the Pew Charitable Trusts. For more information, including several of the electronic institutional portfolios under construction and contact people for the project, see the UUPP website at www.imir.iupui.edu/ portfolio/.

Taking Note

Editor's note: This new section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, *One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.*

Resources

"Campus Week of Dialogue." The President's Initiative for One America and the Secretary of Education have designated October 4–7 as the "Campus Week of Dialogue" on issues of race and ethnicity on campuses. For more information, see the One America website, www.ed.gov/campusdialogue/.

Diversity Report. *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*, a new monograph from the Educational Resources Information Center (ERIC), provides a synthesis of current research and literature on race relations and diversity on college campuses and their relation to educational outcomes. Authors include AAHE member **Sylvia Hurtado,** associate professor at the University of Michigan. The report is available for $24 from ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle NW, Suite 630, Washington, DC 20036; or see www.eriche.org/reports.

Assessment Newsletter. Written by member **Carol Twigg** and Bob Heterick, *The Learning MarketSpace* is a monthly electronic newsletter that provides leading-edge assessment of and future-oriented thinking about issues and developments concerning the nexus of higher education and information technology. Commentary and analysis are organized around the several themes, including the value of corporate/higher education collaboration; virtual university initiatives and developments; oncampus cultural resistance or backlash; new developments in technology; cost containment efforts; and public policy issues.

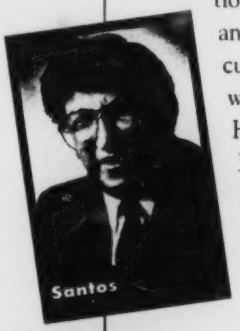
To subscribe, send an email message (with subject line left blank) to listproc@lists.rpi.edu. In the body of the message, type SUB LFORUM-L <your name>.

NEA's Higher Ed Report. *The Future of Higher Education*, a new interactive CD-ROM from the National Education Association, is an information and training resource for educators, students, administrators, and policymakers. The CD uses 3-D graphics, charts, and video and audio clips to explore key issues in education.

Users can access current enrollment and employment listings, experiment data and analysis, and demographic trends. The CD also provides information on improving teaching strategies, earning tenure, and organizing unions. Other topics include distance learning, the effects of technology on education, and intellectual property.

The software requires a PC or Mac with 16 MB RAM or higher. A complimentary copy is available for a limited time. To request a copy, write: Office of Higher Education, National Education Association, 1201 16th St. NW, Washington, DC 20036; or email HigherEd@nea.org.

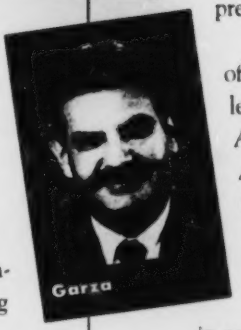
Members in Motion



Alfredo de los Santos, Jr., vice chancellor for student/educational development at Maricopa Community College and a founding member of AAHE's Hispanic Caucus, will retire on September 30. **Phyllis Palmiero** was named acting director of the State Council of Higher Education for Virginia (SCHEV) on July 31. **William B. Allen** resigned from that position on July 20.

Devorah Lieberman is now vice provost and assistant to the president at Portland State University. **Stephanie Quinn** is the new provost and vice president for academic affairs at Millikin University. **John E. Worthen**, president of Ball State University, will retire in June 2000.

James C. Renick, cofounding chair of AAHE's Black Caucus, is the new chancellor of North Carolina A&T University. **John Brooks Slaughter** is the new Irving R. Melbo Professor of Leadership Education at the University of Southern California. And at Walden University, **J. Kent Morrison** is the new president, and **Carole A. Beere** is the new vice president for academic affairs.



Also, **Hector Garza**, cofounder and first chair of AAHE's Hispanic Caucus, will take a two-year leave from his position of vice president of the American Council on Education's Division of Access and Equity programs to found the National Council for Community and Educational Partnerships (NCCEP). The independent, nonprofit organization will use K-16 partnerships to foster educational access and opportunity for students in economically impoverished communities. Garza will begin his leave in January 2000.

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Our Bottom Line

On the financial side, the association is healthy and stable. Of some $4 million in annual revenue, about 40 percent comes from conference registrations and workshop fees; 25 percent from membership dues; another 25 percent from grants; and the remaining 10 percent from sales of publications. AAHE finished its last fiscal year (July 1998-June 1999) with a surplus, as we have for a decade; and we were able to contribute once again to the association's unrestricted reserves, which are at about $1.5 million — about right for a nonprofit of our size.

We think that AAHE does a lot of good work with a staff of 25 people, and of those of you responding to the member survey, three-quarters found AAHE to be "responsive to higher education's interests." But we can always do better, with your help.

As you look toward the future, where is higher education headed? What issues occupy your time and attention? Which should? Are there strategies for change that work? How can we better equip you with the knowledge you need to do your work?

Share your insights, experiences, successes, challenges, and suggestions with your fellow members/readers and with AAHE staff. Visit the Discussion Forum on the AAHE homepage (www.aahe.org) to post comments and also to read and react to comments from others. I'll be looking for them!

CALENDAR

Fall Board of Directors Meeting. Washington, DC
October 4–5

2000 Conference on Faculty Roles & Rewards. New Orleans, LA
February 3–6
- Registration materials available November 1999

2000 National Conference on Higher Education. Anaheim, CA
March 29–April 2
- Calls for Proposals in this issue, or see www.aahe.org
- Proposals due October 15, 1999

2000 Assessment Conference. Charlotte, NC
June 14–17
- Call for Proposals will be an insert in the October *Bulletin*

☐ **Yes! I want to become a member of AAHE.**

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, P.O. Box 98168, Washington, DC 20090-8168; fax 202/293-0073.

AAHE Membership *(choose one) (add $20/yr outside the U.S.):*
Regular: ☐ 1 yr, $115 ☐ 2 yrs, $210 ☐ 3 yrs, $305 Retired: ☐ 1 yr, $60 Student: ☐ 1 yr, $55

AAHE Caucuses/Networks *(all are open to all members; choose same number of years as above)*

Amer. Indian/Alaska Native Caucus:	___ yrs @ $10/yr
Asian and Pacific Caucus:	___ yrs @ $15/yr
Black Caucus:	☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic Caucus:	☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's Caucus:	___ yrs @ $10/yr
Community College Network:	___ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community:	___ yrs @ $10/yr

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AAHE Bulletin

A Publication of the
American Association for Higher Education

An Educator's Adventures Abroad

Trials and Rewards of an International Sabbatical

By David A. Sabatini

Open Doors to Online Education

Will some students be shut out of the virtual university?

By Lawrence E. Gladieux and Watson Scott Swail

Fresh Voices, Common Goals

Tomorrow's Leaders Size Up Their Challenges

Also in this Issue:

- **AAHE Assessment Conference 2000 Call for Proposals Deadline: December 3, 1999**
- **AAHE News**
- **Taking Note**

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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By Lawrence E. Gladieux and Watson Scott Swail

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AAHE*Bulletin*
Vol. 52, No. 2 / October 1999

Editor: Vicky Hendley

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Cover: The Sabatini family in Germany. (Family photo)

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The Renewing Power of a Sabbatical

By David A. Sabatini

David A. Sabatini is a professor of civil engineering and environmental science at the University of Oklahoma. He can be reached at sabatini@ou.edu.

How uprooting my family, leaving behind my job, and spending a year in Europe made me a better educator.

Taking a sabbatical leave away from the home university raises a number of questions. How will the leave impact your research program? Will the benefits outweigh the disruption to work and family life? What additional complications can you expect from taking your leave overseas as opposed to in the United States?

My experience as a senior Fulbright scholar in the geology department at the Universitaet Tuebingen (University of Tuebingen), Germany, are offered to provide some guidance and encouragement to educators considering their first overseas sabbatical.

Sabbatical Basics

The concept of a sabbatical year dates back to the Old Testament, which instructs Jews that every seventh year their fields should be left untilled, debts forgiven, and so on. More recently, an academic sabbatical is generally defined as a year of study or travel, usually every seventh year. In both cases, the sabbatical year is intended to be a time of renewal and rejuvenation. Proper planning, flexibility, and a bit of luck are keys to success.

Practices differ by university, but generally the sabbatical can be taken for one semester with full pay or two semesters with half pay. Faculty are typically encouraged to take a sabbatical at a remote site. A variety of settings are possible, including industry, a government research laboratory, or a university here or abroad. Some faculty do remain at their home university during their leave, opting instead to schedule numerous trips.

A two-semester sabbatical typically requires external funding for half of the sabbatical salary. This funding can come from a number of sources, including the host university (which may require you to teach a course or provide some other service), the government or industrial sponsor, or a sabbatical program such as the Fulbright Scholar Program. Sabbatical activities can focus on developing a new teaching or research focus, learning new expertise or using unique equipment available at the host location, conducting personal research or targeted reading, developing proposals, and so on.

Should *You* Go?

When considering a sabbatical leave, a number of pros and cons may need to be considered. In terms of positives, a sabbatical leave is an opportunity to refocus and pursue new initiatives, which can be a very rejuvenating exercise. It also provides an opportunity to benefit from unique expertise and/or equipment at the host university.

Personally, an international sabbatical can be a real time of bonding, as a family experiences the trials and triumphs of such an opportunity. However, a sabbatical leave is not without challenges and concerns. Such a leave can be a serious discontinuity in an active research program, as the program scales down before and up after the sabbatical, or if the professor tries to manage the research program long distance (which can somewhat defeat the value of the sabbatical).

Other challenges include renting out the family home and finding housing in the host community, which can be both traumatic and costly; preparing children for a new school where they may not speak the language; locating funding to supplement your half-salary; the cost of living abroad; and the transition back into U.S. culture and the workforce.

My family wrestled with all of these issues but in the end we determined that the benefits for everyone outweighed the costs.

Making the Transition

Seeing to the basic necessities is essential to putting you at ease with the transition. Try to research things such as airplane tickets and housing in advance, and don't be afraid to ask your host institution for advice and assistance.

Preparation. If your sabbatical sponsor or host institution offers orientation or preparation programs, by all means take advantage of them. The Fulbright Program had an orientation meeting in Bonn in the fall, and a "progress report" meeting in Berlin in the spring. The orientation meeting was especially helpful as it eased our transition. It was also very rewarding and interesting to meet and share experiences with Fulbright colleagues in other disciplines and other universities throughout Germany. The Fulbright Program provided an orientation booklet that documented important points from previous awardees — for a first-timer this information was very useful.

And the orientations aren't just for the scholar. My wife enjoyed meeting other spouses to discuss various issues relative to their familial, social, and cultural adjustments, and my children were encouraged by playing with other American children and sharing their different experiences. These are major advantages of going oversees with a program rather than on one's own.

Transportation. It was somewhat shocking to learn that extended-stay international tickets cost up to twice as much as short-stay tickets. Budget accordingly. Once there, how will you get around? We bought a used car because it was cheaper on trips (with a family of four) and made it easier to see things along the way. However, I still prefer train travel in Europe, which is quick, reliable, and much less stressful than driving.

Housing. Our German host university found us campus housing for visiting professors, which proved to be ideal for us because it was furnished and convenient to campus and shopping. While the apartment was only about one-third the size of our own home and the rent was twice what we would have paid back in the States, it was still less than what we would have paid on the open market.

Language. If you are not fluent in the language of your host country, I strongly recommend you hire a tutor/translator to help you with the numerous arrangements and to provide you with some cultural understanding. It was also particularly helpful to our children to have the private confirmation of the tutor and the access to ask specific questions relating to understanding and social context in the school setting.

Schooling. We planned all along to put our children (ages 6 and 8) in German schools. Although the schools were most cooperative and helpful, it was still a major challenge. Two things that helped us were hiring a German tutor and getting to know other German children and parents in the children's classes. Initially

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our daughter was in first grade, but the language and the instruction style (and possibly the teacher) made this a poor fit. We subsequently put her in kindergarten, which worked out very well. We have since learned through German teachers and friends that many German parents wait a year before putting their kids in first grade. Thus, "downgrading" children in international schools may be a wise choice.

Home. It's also important to keep in touch with the family back home. Our families were supportive, albeit with reservations, about our year abroad, and prearranging telephone time together helped ease their concerns and our homesickness. We quickly learned that it is significantly cheaper for the calls to originate from the United States. Frequent email communications and periodic letters also helped diminish any feelings of isolation.

Professional Activities

I taught one semester-long course and one intensive two-day course during my sabbatical; both in English. For the semester-long course I gave my host university several options to choose from and my geology department colleagues selected Physicochemical Processes for Water Treatment because it was not available on their campus. They saw my course as an opportunity for their students to expand their training and to experience a U.S. course without having to move to the United States.

My 15 students ranged from pre-diplome (junior/senior) to postdoctorates. I found them to be bright, talented, and very hardworking. They were eager to learn about not only the subject matter but also life in the United States. They were also very open to discussing education and life in Germany. While there were social differences, I found the German students to be quite similar to my U.S. students.

My intensive short course, Surfactant Enhanced Soil Remediation, focused on a technology we are developing at my home university.

My host's educational and laboratory facilities were excellent and the department was very generous in supporting my activities. Getting back into the laboratory was both rewarding and rejuvenating. It helped me better relate to my research students and allowed me to pursue several areas of interest. I interacted closely with several of the German graduate students and postdocs and was able to contribute to their research. As a result of these collective activities, these students and I are in the process of coauthoring at least two joint research papers and are preparing several joint research proposals. I am confident that new environmental technologies will result from this ongoing collaboration that will benefit both the United States and Germany. My interactions with researchers, practitioners, and governmental agents helped me better understand the European research and business climate and to see the unique opportunity American educators have to participate in the exciting changes occurring in Europe.

Personal Growth

A sabbatical should also be about personal growth, and, in my case, I also wanted my family to grow closer as we experienced the joys and heartaches of moving to another country. We gained a deeper understanding of another culture as we developed relationships with people of varying socioeconomic backgrounds in Germany. Our experience did cause us to grow closer as a family.

I also wanted my children to experience another culture at an early and impressionable age. They were old enough to remember the experience but not so old that transition into a German school was overwhelming. They were both immediately engulfed in German language, as their teachers and the other students did not speak English with them. It took our children about three months to become fluent and several more months to be confident in their conversational skills. Both of them made several good friends. It was fun to watch them play with other children even though initially they were unable to communicate through language. It seems like we adults could learn from their example.

I also wanted to develop our language skills in a foreign setting, to enjoy the natural beauty of Germany and its neighboring countries, and to broaden our perspective on cultural differences. I made significant progress in each of these key areas, although I did not have the time to accomplish everything I had hoped to. Living in Germany greatly expanded our international awareness. Initially, when confronted with differences, we said, "Why do they do it that way?" Now we ask, "Why do we do it that way?" Through interactions and extended discussions with my colleagues, parents of our children's classmates, and friends from church, we certainly grew in our international awareness and understanding.

My experience at the university was very rewarding. I thoroughly enjoyed interacting both professionally and personally with the professors there. The class I

Sabbatical Options

Fulbright Grants for U.S. Faculty and Professionals
The U.S. Fulbright Scholar Program still has openings for the 2000–2001 academic year. Opportunities are available in more than 30 countries and in a variety of fields. Information on 2001–2002 awards will be available in early 2000. For more information, including deadlines, program descriptions, and application material, contact Council for International Exchange of Scholars, scholars@cies.iie.org, www.iie.org.

Ron Brown Fellowship Program
The Ron Brown Fellowship Program provides grants to professionals wishing to take part in programs related to the fields of humanities and social sciences. Studies range from business administration, economics, educational administration/civic education, environmental policy/resource management, journalism/mass communications, law, public administration, and public policy. Applications will be available after January 1, 2000. The program is administered by the International Research and Exchanges Board. See www.irex.org for more information.

International Research and Exchanges Board
The International Research and Exchanges Board (IREX) also offers short-term travel grants to U.S. citizens and permanent residents involved with scholarly projects focusing on Central and Eastern Europe, Eurasia, and Mongolia. Awards are granted for visits up to 30 days with up to $3,000 to support travel. American scholars interested in cross-disciplinary studies and policy and research development are urged to apply. Deadlines are February 1 and June 1, 2000. See www.irex.org for more information and applications.

Center for Advanced Study in the Behavioral Sciences
Seven- to 12-month fellowships are available for postdoctoral research in anthropology, biology, economics, linguistics, psychology, sociology, philosophy, political science, etc. at Stanford University. The Center for Advanced Study in the Behavioral Sciences will support qualified researchers and provide residence at the university. For information, contact the center, 732/346-9444.

The MacDowell Colony
Artists with professional standing are invited to apply to The MacDowell Colony in Peterborough, New Hampshire, for residencies that offer talented artists the freedom to concentrate on their work and take advantage of uninterrupted time and seclusion, while among other gifted artists. Areas of talent being sought are architecture, music composition, film/video arts, literature and drama, and interdisciplinary arts. The average length of residency is six weeks. For applications or more information, see www.macdowellcolony.org.

C.S. Mott Environment Foundation
Grants from the C.S. Mott Environment Foundation are being offered to support efforts to achieve a global environment capable of sustaining all forms of life. This foundation includes civil society, environment, and poverty programs that seek to contribute to societies and special initiatives. Call the Publications Hotline, 800/645-1766, for applications and information.

Web Resources

Sensational Sabbatical Suggestions
omni.cc.purdue.edu/~alltson/sabbat.html

Joe Kunkel's Sabbatical Page
www-unix.oit.umass.edu/~jgk/

United States Information Agency's Public Diplomacy Forum
www.usia.gov/usiahome/pdforum/

Academic Research Information Service
GrantsInfo.com

taught was a pleasure, because it fostered student interaction and allowed me to try some of my innovative teaching ideas in another culture. My research activities were especially enjoyable. At my home institution I was basically supervising a group of research students. During my sabbatical I was able to get into the laboratory, do my own research, and work alongside one of my Ph.D. students who was also in Germany. I had time to read and discuss new research areas and topics. The exposure to the geology department helped broaden and deepen my engineering background.

Coming Home

Returning to the United States after almost a year abroad was a culture shock, yes, but the re-entry into the office environment was almost as difficult. Re-adjusting to the more constant influx of requests and time demands was challenging. As one colleague stated, "You find yourself thinking, how long until the next sabbatical?" Having been forewarned, I'd anticipated this adjustment, although I am not sure it made professional re-entry any easier.

It is wonderful to look back at all we saw and learned together about geography, history, art, and culture. This aspect of education combined with our children's German fluency also made the year of great educational benefit to them. Both children have been able to re-enter the U.S. public school system at their appropriate grade level without any disadvantage. We all returned to American society with a deeper sense of appreciation of the differences between the United States and Germany. We periodically lapse into the German language, but more frequently miss our friends and the beautiful, more relaxed pace of living we enjoyed there.

We had many and varied hopes and aspirations for our time in Germany, both professional and personal. Most were fulfilled and many even exceeded. While it was not always easy, or fun, it was very, very good. And I think we will continue to see the fruit from the seeds that were planted. Would we do it again — in a heartbeat!

David A. Sabatini received his B.S. in chemical engineering from the University of Illinois in 1981 and a Ph.D. in civil engineering from Iowa State University in 1989. He was a senior Fulbright scholar at the University of Tuebingen, Germany, during the 1997–98 academic year. Photos from his sabbatical are online at www.soonercity.ou.edu/sabatini.

Who Will Have Access to the Virtual University?

Educators and policymakers must work together to ensure that no one is excluded from the educational opportunities in cyberspace.

By Lawrence E. Gladieux and Watson Scott Swail

Lawrence E. Gladieux is executive director for policy analysis of The College Board. A former congressional staff member, Gladieux received his master's in public affairs from Princeton University. He can be reached at lgladieux@collegeboard.org.

Watson Scott Swail is associate director for policy analysis of The College Board. Swail is a former technology teacher and received his doctorate in educational policy from the George Washington University. He can be reached at sswail@collegeboard.org.

There is no doubt that the World Wide Web shatters barriers of time and space in the delivery of instruction. But its advent is also likely to create new barriers and inequities, simply because of the differential availability of the required technology.

In fact, the result of the new technologies may be to deepen the divide between educational haves and have-nots, and the marketplace alone will not fix the problem. Public policy must intervene to narrow the "digital divide" between whites and minorities, the wealthy and less advantaged.

New Barriers to Under-represented Students?

The Web shatters geographical barriers to educational access, but it also may create new ones. Virtual universities will only help those who have the necessary equipment and experience to be comfortable with the technologies.

While computers may seem ubiquitous in today's society, their distribution is highly stratified by socioeconomic class. According to 1997 U.S. Department of Commerce figures, three-quarters of households with incomes over $75,000 have a computer, compared with one-third of households with incomes between $25,000 and $35,000, and one-sixth with incomes below $15,000.

The Department of Commerce figures also indicate that online access is similarly stratified by income. White households are twice as likely as black and Hispanic households to have access to computers and online services. Those with a B.A. degree or higher are about four times as likely as those with only a high school education to have online service.

While technology has widely penetrated elementary and secondary schools, not all students have equal access to computers and the Internet at school. In fact, there is evidence that students with the greatest need get the least access. According to a 1997 study by the Educational Testing Service, the ratio of students to computers is highest in schools with the largest proportions of poor and minority students, and the availability of Internet access goes down as the percentage of such students increases.

Not surprisingly, differentials in experience with technology show up when students enter postsecondary education. The University of California-Los Angeles' Higher Education Research Institute concludes from its

most recent annual freshman survey: "Despite the overall high levels of computer and Internet use, not all students enter college with Internet savvy." Also, the percentage of students using email varies widely by type of institution, with the greatest use among students enrolling in private universities and the lowest rates among students at public black colleges. Such disparities could preclude significant numbers of students from participating in the virtual university.

In the final analysis, data probably cannot capture the full story here. While education is the great equalizer, technology appears to be a new engine of inequality. Access to technology is not only about hardware and software. It is about effective use, teacher training, and careful integration of technology into the curriculum. The most advantaged citizens — and schools — are most able to benefit from cutting-edge technologies. Advantage magnifies advantage. Those who use computers on a regular basis are more apt to use them routinely in problem solving and critical thinking. They use computers as past generations used pen and paper. Those with limited computer experience will be handicapped in their ability to access knowledge and avail themselves of the ever increasing variety of learning experiences.

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Even when computers are available, technological problems — equipment malfunctioning, Internet congestion and delay— can interfere with online learning and lead to frustration for students and teachers. Internet users know that ability to "surf" the Web is tied to the speed and reliability of the Internet provider, CPU, and modem speed, and ultimately to the costs of these services and equipment. Technical difficulties can befall anyone in cyberspace, and usually do at one time or another, but they disproportionately affect those who have the least ability to pay.

Public Policy Challenges

The good news in the United States is that more people are attaining higher levels of education and filling millions of skilled, high-paying jobs in a strong economy. The bad news is that the least educated and skilled are getting a smaller piece of the pie and wealth disparities have reached unprecedented extremes. Narrowing this gap is surely one of the greatest challenges facing our country.

The virtual campus may widen opportunities for some, but not by and large for those at the low end of the socioeconomic scale, who have traditionally been under-represented in higher education. Virtual space is infinite, but it does not promise universality or equity, nor is it appropriate for many students whose experience with technology is limited — and who might benefit far more from traditional delivery systems.

Computers and the Internet are nonetheless changing the world as we speak. Fast and reliable access to technology increasingly drives our economy and is key to individual opportunity in today's world. Special efforts must be made to equalize technology's availability and expand opportunity for all. New sources of philanthropy, generated in particular by the computer and related industries, are beginning to focus on this problem. For example, Microsoft chairman Bill Gates and his wife, Melinda, have endowed a foundation with more than $1 billion dollars dedicated to providing Internet access to all. The foundation is donating computers, along with technical training and support, to libraries across the country; schools and community centers will be targeted next.

But private philanthropy alone — much less the marketplace by itself — cannot fix the problem of access. Government must play a part.

The Clinton administration has placed a high priority on educational technology and narrowing the "digital divide" between whites and minorities, the wealthy and the less advantaged. With Vice President

Gore in the lead on this issue, the administration has called for computers, quality software, well-trained teachers, and affordable advanced telecommunications services in every classroom in the country. But the source of revenue to support such an effort has divided the Congress, and the future of government intervention, like the future of these learning technologies, remains unclear.

Recommendations

We do not pretend to offer grand solutions. The issues are complex and the pace of technological change is overwhelming. With no claim to originality, we offer the following broad prescriptions to increase learning opportunities for all.

For those who may be designing virtual campuses and programs:

Place access at the core of system design. Access and inclusion should be the principal values inspiring the use of new technologies to deliver or enhance instruction.

Keep the promise of technology in perspective. The allure of technology can become a drain on human and fiscal resources that can impede the mission of institutions and their capacity to meet the needs of all students. Institutions should aim to strike a balance between traditional and technology-based delivery, and be prepared to alter the balance over time as the expectations and needs of students change.

Learn from the distance learning pioneers. Those aiming to "go virtual" can benefit from the experience of others in the careful integration of technology and traditional modes of instruction. It is no surprise, for example, that Western Governors University and other recent ventures have chosen to team up with Britain's Open University, drawing on its quarter century of success in distance education.

For the communications industry, including both the makers and providers of technology:

Consider broad access in the development of products and the expansion of markets. More lucrative, high-end products and users are the driving force behind the Internet's frenetic expansion. But the communications industry must step up to the plate of social responsibility, which means at times looking beyond bottom line, short-term interests, and toward longer-term, societal interests. Over the long haul, increased access to technology for lower-income, less-advantaged citizens will benefit both society and industry.

For public policymakers:

Take action to narrow the digital divide. The marketplace by itself will not ensure access to technology. Government must intervene to ensure a level playing field via industry incentives and safety-net programs designed to broaden access. Post-secondary students will only benefit from virtual instruction if they have had the experience and exposure to technology earlier in their development.

Monitor progress toward equal access. The government must continue to generate research and indicators on the social impact of the Internet. While current data illustrate gaps in ownership of computers and online access, tomorrow's research should probe the actual use of technology and how it impacts learning opportunities for all citizens.

> *"While education is the great equalizer, technology appears to be a new engine of inequality. Access to technology is not only about hardware and software. It is about effective use, teacher training, and careful integration of technology into the curriculum."*

Adapted from* The Virtual University & Educational Opportunity — Issues of Equity and Access for the Next Generation, *available online from The College Board, www.collegeboard.org.

How I Plan to Improve Higher Education

The 1999 K. Patricia Cross Future Leaders Award recipients share their plans, goals, and visions for the future.

K. Patricia Cross, professor of higher education emerita at the University of California-Berkeley, is one of the most respected and admired scholars in higher education. She started the Future Leaders Awards program out of her concern for the future. "Higher education needs to develop new leaders," she said. "The combined impact of the enormous changes ahead for higher education plus the retirement of the great leaders of the past sends a strong signal that higher education needs to give concerted attention to the development of a new cadre of leaders."

"AAHE is in a position to identify emerging leaders, to promote their development, and to utilize their talents," she added. With the award comes support to travel to AAHE's upcoming National Conference.

The following are statements from five of the seven recipients of the 1999 K. Patricia Cross Future Leaders Award.

Nancy Bragg

One of the greatest challenges in higher education is engaging autonomous students, administrators, and faculty in working within various communities towards shared visions of teaching, learning, and service. I want to challenge and support members of communities in the process of becoming actively engaged in implementing these visions. The notion of community implies a group with shared goals and values, that inform decisions and actions. Communities could exist among those involved in committees, departments, courses, organizations, institutions, or issues. The privilege of being a member or citizen of various communities carries with it the responsibility of being responsive and serving those communities.

I enjoy developing leaders, scholars, and citizens in a community-building culture. The past two years I facilitated the Faculty Fellows Program through Illinois Campus Compact. Six faculty members from different Illinois campuses integrated their teaching, research, and service through community engagement, serving communities extending beyond the walls of their institutions.

I make a difference through various venues for preparing teachers and learners for the teaching-learning process. I coordinate and facilitate opportunities for graduate teaching assistants, faculty, students, and administrators to get together to learn more about teaching and learning. One of my favorite roles is coordinating and facilitating Teaching-Learning Communities (TLCs), which are opportunities for teachers across campus, rank, and discipline to meet regularly in small groups for focused attention on aspects of their teaching. Next fall, in my life after dissertation, I would also like to teach a general-education course required of all first-semester freshmen. I am looking forward to the opportunity to participate with them in a learning community and help them prepare to be successful learners.

No matter what my position, I will continue to develop integrated leaders, scholars, and citizens responsive to needs of communities in the new century.

Nancy Bragg is coordinator of the Center for the Advancement of Teaching at Illinois State University. She can be reached at njbragg@ilstu.edu.

Kim Cattat

Probably the biggest challenge in higher education is how can we send students out into the real world better equipped to handle all of life's situations that will confront them? How do we teach them not only their coursework but also how to be responsible citizens in a world that seems to encourage the postponement of adulthood? How do we encourage our students to be more aware of the inequalities that exist in the social world, and to become actively involved in diminishing these inequalities?

I will be available to students in and out of the classroom. It's important to offer to lend a listening ear during office hours or at other times when students are

having trouble adjusting to their environments or questioning what they've always known.

I will leave class time to discuss material that may not be directly related to the subject matter, but may certainly be related to student concerns about life after college. Oftentimes there are ways to relate whatever subject matter you are teaching to matters your students will deal with in their futures. I will also make every effort to include diversity issues in my classes whenever possible.

I will set a good example to my students by attending student and multicultural activities and being involved in school committees. I will also support my school's Educational Opportunity Program or other programs that encourage diversity and lend assistance to students who may be struggling to balance their school lives with the pressures of their home lives.

Teaching is more than just an occupation or a task — it is a total dedication to the formation of our young adults. Teachers at every level are as influential on young people as are the youths' parents. I understand the power, responsibility, and opportunity that come with the role of teaching in higher education and I will dedicate myself to using that role for the greatest benefit to my students. They are, after all, our future.

Kim Cattat is working on her doctorate in sociology at the State University of New York-Buffalo. She can be reached at kcattat@aol.com.

Natalie Coe

Too many students are turned away from the physical sciences because of unwarranted and unhealthy stereotypes. Students say that they are simply "not good in math" or that chemistry is "just too hard." They also fail to see the strong connection between biology and chemistry and their immediate, everyday lives. My goal is to reveal this connection to my students and to encourage them to have a more intimate relationship with these subjects.

I was extremely fortunate to have brilliant, dynamic teachers in my formative years who helped me to stay excited about science. It is very important to me to not turn students away from science by inadvertently overwhelming them with concepts they are not yet prepared to master. I think one of the most important aspects of introductory college science courses is building the students' confidence in their own ability. I want

1999 K. Patricia Cross Future Leaders Award winners, from left: Nancy Bragg, Tammie Nakamura, Mary Ann Villarreal, Kim Cattat, Tony D. Hawkins, Patricia Cross, Natalie Coe, and Timothy Pippert.

students to leave my course feeling like they can tackle problems, brainstorm and work with others, can trust their own ideas and intuitions, and, of course, have learned some science!

I hope to be part of a dynamic classroom environment that will promote interdisciplinary discussions. I value the interconnectedness of disciplines and would enjoy designing and teaching courses that address the whole student and leave him or her well-rounded and prepared to be a life learner and thinker, not just someone with the right answer.

I want them to question what they read, think about what they hear, and formulate their own opinions based on facts. This is what scientific training means to me. I want to train students to be objective and to look at problems from a multitude of angles. I like asking "What if?" questions that invite students to develop and try to defend a hypothesis. By actively engaging students often, and frequently asking them to assess their learning through in-class discussions, panel debates, or think-pair-share activities, the communication between students and their peers and myself will help to facilitate intellectual and personal growth in our classroom.

I also feel that the college classroom should extend to the greater community. I think institutions should expect students to give back to the community, in the form of either volunteering or internships. It would be wonderful to involve ecology students in a clean water

project on a local river as part of their laboratory work. It would be great to have upper-level biology or wildlife management students classify native and nonnative species in our own backyards. Students should develop an obligation to take an active role in the education and preservation of their own communities.

Nancy Coe recently received her Ph.D. in biochemistry, molecular biology, and biophysics from the University of Minnesota and plans to do her postdoctoral work at the Jackson Laboratory in Bar Harbor, Maine. She can be reached at ncoe@biosci.cbs.umn.edu.

2000 Future Leaders Nominations

The nomination deadline for the 2000 K. Patricia Cross Future Leaders Award is October 29, 1999. All graduate students planning a higher education career are eligible, regardless of academic department. Nominees should demonstrate (1) leadership ability or potential for exercising leadership in teaching and learning, with a strong commitment to academic and civic responsibility, and (2) leadership or potential leadership in the development of others as leaders, scholars, and citizens.

Students must be nominated in writing by a faculty member or administrator. Send the nomination letter, a supporting letter from a second faculty member or administrator, and a statement from the student indicating how he or she meets the award criteria to: K. Patricia Cross Future Leaders Award Committee, c/o AAHE, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; fax 202/293-0073. For more information, contact Brenda Reid, assistant to the vice president (x763), breid@aahe.org.

Awardees receive a stipend to attend AAHE's 2000 National Conference. Recipients will be announced in January and recognized at the conference.

Tony D. Hawkins

The ability of higher education to manage access is the most important theme I see facing colleges and universities. The reversal of race-based admissions practices nationwide and the proposed elimination of basic skills courses at the City University of New York's senior institutions are just two examples of how students, particularly minority students, will be forced to find alternative paths to postsecondary education.

Perhaps the best way to promote access is for educators to develop partnerships between secondary schools and the nation's colleges and universities, thus opening the door to the rewards associated with the completion of a college degree. Although students must assume some responsibility for their own academic preparation to do college work, it is imperative that we as leaders make students aware of the benefits of hard work, community service, and scholarship. The challenge is for higher education to assume a proactive role in helping students overcome barriers that influence and impact their academic careers, providing more opportunities, not reducing them.

Revisiting the role community colleges play in providing access has never been more critical. Community colleges must assert their position and provide greater access to programs that will ensure equal opportunities for learning, successful transfer, and economic rewards. Students attend community colleges for a variety of reasons, bringing their own special skills and needs. There is a need to make others aware that community colleges are not dumping grounds for students seriously lacking academic preparedness. In reality, it is quite the opposite. Community colleges are fulfilling dreams, dreams of obtaining a college education.

As a former community college professor and current academic dean, I can cite numerous examples of students who, when supported and encouraged, have faced the challenge of access head on and achieved great success. But unless we can ensure greater access to educational opportunity — through policy development and personal contact — and provide clearly articulated goals and expectations, then we are severely limiting our ability to serve students.

Tony D. Hawkins is assistant dean of academic affairs at Hudson County Community College. He can be reached at thawkins@mail.hudson.cc.nj.us.

Timothy Pippert

As a very new assistant professor, I find it is already apparent that one of the greatest challenges facing higher education is our ability to convince students that they can and should make a difference in the greater social picture. I see the common culture of today's traditional students as complacent, as they ride the economic success our country is currently experiencing. News of stock market records and an explosion of high-paying technology-related jobs seem to have contributed to many students, losing sight of the segments of our society who are not riding the waves of success. Instead, students are too often focused on the quickest path from the first year to graduation.

As educators we need to convince students of the value of stopping for a spell and thinking about the importance of being a citizen. We cannot send the message that complacency is acceptable. We need to stress, and model, the idea that we are all global citizens and

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AAHE News

AAHE's Assessment Conference 2000

AAHE's 15th annual Assessment Conference will be conducted on June 14–18, 2000, in Charlotte, North Carolina. "Rising Expectations: Can Assessment Deliver?" is this year's theme. The conference will focus on meeting rising expectations for teaching and learning, institutional effectiveness, program quality, and excellence in assessment practices. In addition to plenary sessions and presentations, the conference will feature workshops, interactive sessions, problem solving sessions, a poster session, discussion roundtables, and plenty of informal networking time. Special "toolbox" sessions for those new to assessment are also scheduled.

Everyone is invited to share their knowledge, skills, and best practices at the conference. To submit a proposal, see the Call for Proposals insert in this issue; proposals may also be submitted online via AAHE's website. The deadline is December 3.

Do you have any ideas that would help us make this conference a success? If you have suggestions for a speaker, a roundtable discussion topic, or anything else that would help the conference meet participants' needs, please contact Linda Suskie, Assessment Forum director (x794), lsuskie@aahe.org; or Crystal Allen-Webb, senior assessment assistant (x768), cwebb@aahe.org.

Headquarters Staff News

Four more new staff members have recently joined AAHE.

John O'Connor, former dean of New Century College at George Mason University, has joined the AAHE staff as a visiting scholar. He will be managing AAHE's recently assumed role as coordinating organization for a number of associations working to support campus civic engagement. He also will be developing AAHE's line of work related to civic teaching, learning, and scholarship.

O'Connor

Kerry Newberry, the new project assistant to both conferences and meetings (x793), knewberry@aahe.org, started September 27. She has a B.S. in psychology from Virginia Polytechnic Institute and since her graduation has been involved in a variety of education roles with a focus on ecology, ethics, and group and personal character development.

Erin Rooney-Eckel, the new assistant director of the Forum on Faculty Roles & Rewards, will begin October 12. She comes to AAHE from the University of Maryland's School of Engineering, where she was director of the Office of Engineering Student Affairs. Rooney-Eckel received her B.A. in psychology from Albright College, Pennsylvania, and a master's in counseling and personnel services from the University of Maryland at College Park.

Linda Suskie, special assistant to the president for special projects at Millersville University, has accepted a one-year appointment as director of AAHE's Assessment Forum. She started October 1. Her primary role at AAHE will be to put together the 2000 Assessment Conference, June 14–18 in Charlotte, North Carolina. That conference's Call for Proposals appears in this month's *Bulletin*. She will also work with vice president Ted Marchese on related activities designed to help members with assessment.

"The resurgence of interest in assessment has given added impetus to our commitment to continuously improve the Assessment Forum. Linda Suskie's recent campus experience and her knowledge of assessment and evaluation will be important attributes as we redesign the Forum to meet the evolving needs of our members," AAHE President Margaret Miller said.

Indian/Alaska Native Caucus Finds Permanent Home

Lake Superior State University has agreed to house the AAHE American Indian/Alaska Native Caucus on a permanent basis. LSSU is located in historic Sault Ste. Marie, Michigan, overlooking the St. Mary's River and the International Bridge between the United States and Canada.

There are four Native American tribes in the local area that interact with the university on a daily basis. On the U.S. side of the border is the Sault Ste. Marie tribe of Chippewa Indians and the Bay Mills Indian Community. On the Canadian side of the border is the Batchewana First Nation of Ojibways and the Garden River First Nation of Ojibway. For more information, contact Martin Reinhardt, caucus chair, mjr279@psu.edu.

Eighth Annual Conference on Faculty Roles & Rewards

AAHE's eighth annual Conference on Faculty Roles & Rewards will take place February 3–6, 2000, in New Orleans. Lee Shulman will give the

Shulman

opening keynote, addressing, from his unique perspective as president of The Carnegie Foundation for the Advancement of Teaching, the conference's overall theme "*Scholarship Reconsidered* Reconsidered: Update and New Directions."

David Damrosch, professor and chair of the departments of English and comparative literature at Columbia University will speak on the scholarship of integration and synthesis. A panel, including Judy Gignac, a member of the Arizona Board of Regents, will address "Post-Tenure Faculty Accountability: Understanding the Lines in the Sand." These are just three of the sessions currently scheduled. Look for more information on speakers and events in upcoming issues of the *Bulletin*.

Post-Tenure Review Assembly

A new feature at this year's FFRR conference is a pre-conference assembly — "Post-Tenure Review Considered"— which comes out of the work being done as part of AAHE's project "New Pathways II: Academic Careers for a New Century: From Inquiry to Practice." This pre-conference event, which will begin on Thursday evening and continue on Friday morning (February 3–4, 2000), will address the issues and directions institutions are considering as post-tenure review policies are created and implemented. Tickets for the event, which is open to all FFRR conference attendees on a first-come, first-served basis, are $50.

Registration information for the Eighth Annual Conference on Faculty Roles & Rewards and the pre-conference assembly will be included in the FFRR Conference Preview. The preview will be mailed in early November. Conference materials will also be posted on AAHE's website. Team discounts (for three or more participants from a campus who register together) and early bird discounts are available.

For more information about AAHE's Forum on Faculty Roles & Rewards or its annual conference, contact Fariha Laheeb, project assistant (x770), aaheffrr@aahe.org.

AAHE 2000 National Conference

Proposals for the 2000 National Conference on Higher Education, March 29–April 2 in Anaheim, California, are due October 15. "To Form a More Perfect Union: Diversity and Learning" is the conference theme.

The Call for Proposals, which was mailed with the September issue of *AAHE Bulletin*, is also available on AAHE's website. Conference registration materials will be mailed to AAHE members and posted on AAHE's website in January. For more information, contact Kerry Newberry, conferences and meetings assistant (x793), knewberry@aahe.org.

AAHE Launches Online Publications Catalog

AAHE has just added an online publications catalog to its website. The catalog includes:

- a shopping cart to help you keep track of your selections
- a book review feature that allows you to post a review of a publication
- an online calculation of your total bill
- tables of contents for the service-learning monographs
- sample chapters of selected books

Welcome New Members

During the months of July and August AAHE welcomed 220 new members into the Association. A new campaign is launching now to extend the reach of AAHE. You can play a big part in this campaign by talking to colleagues and students about the valuable information and resources AAHE provides. New membership brochures are available through the membership office (x778).

New Program Funded

With generous support from the Knight Foundation, next year the Association will develop, publish, and distribute a series of useful, practice-oriented books that describe teaching and learning strategies to increase the achievement of students of color in introductory classes in several disciplines. The key question that the volumes will answer for faculty is, "How can we help motivated students of color succeed in our key courses?" AAHE will collaborate with the appropriate disciplinary societies in developing and distributing the volumes. Anyone interested in the project director position should contact Lacey Hawthorne, executive assistant (x767), for application information.

Teaching Academy Campus Program

A new booklet on the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) will be available this month from AAHE. CASTL activities include the Carnegie Scholars (formerly Pew Scholars) Fellowship Program for outstanding faculty committed to investigating and documenting significant issues and challenges in the teaching of their fields. Applications for this program are due December 8, 1999.

CASTL also includes AAHE's Teaching Initiatives-managed Campus Program, which is developing a national network of campuses committed to the scholarship of teaching and learning. The registration deadline for participation in the Campus Program is June 2000.

To receive the booklet, which highlights these and other CASTL activities, contact Teresa Antonucci, program manager (x783), tantonucci @aahe.org. The booklet is a valuable resource for anyone interested in the multiple lines of work devoted to the scholarship of teaching and learning.

Also, please mark your calendars for the Second Colloquium on Campus

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Taking Note

Editor's note: This new section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, *One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.*

Resources

Pew Grants Available. The Pew Grant Program in Course Redesign is accepting applications for the second round of participants. The purpose of this institutional grant program is to encourage colleges and universities to redesign their instructional approaches using technology to achieve cost savings as well as quality enhancements. Participating institutions receive a $200,000 grant and focus on large-enrollment, introductory courses, which have the potential of impacting significant student numbers and generating substantial cost savings.

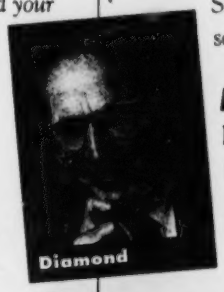
First-round participants, announced in September, were Indiana University Purdue University Indianapolis (IUPUI), Penn State University, Rio Salado College (Maricopa Community College District), State University of New York-Buffalo, University of Central Florida, University of Colorado-Boulder, University of Illinois at Urbana-Champaign, University of Southern Maine, University of Wisconsin-Madison, and Virginia Tech. Full descriptions of each project are available on the program's website.

For more information about how to apply for a grant in rounds two and three, see www.center.rpi.edu.

Strategic Planning. *On the Horizon On-Line*, a strategic planning publication from Jossey-Bass Publishers, is available online to subscribers on the University of North Carolina-Chapel Hill's Horizon website. See horizon.unc.edu/horizon/online/html/7/4/ for the latest version. To find out if your institution subscribes, see horizon.unc.edu/horizon/subscribe.asp. If it does not, campus librarians can request a 60-day trial subscription.

Teaching/Research Website. Linking Teaching and Research, a new website from the Oxford Centre for Staff and Learning Development (OCSLD) at Oxford Brookes University, England, provides ideas on how to link staff discipline-based research and student learning.

The site includes papers on a variety of topics, including how to design courses to connect staff research and student learning; a resource database; reports; a bibliography on teaching and research; and links to other related websites. See the site at www.brookes.ac.uk/services/ocsd/link1/ ltrnew.html.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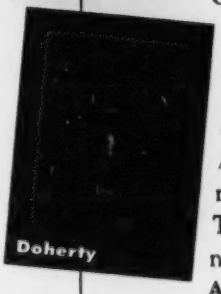
Doherty

Members in Motion

Long-time AAHE member **Bob Diamond** has founded the National Academy for Academic Leadership. Although a unit of Syracuse University, the academy will be located on the campus of Eckerd College. For more information, contact him at rdiamond@syr.edu.

Marcia Mentkowski received an Outstanding Research Publication Award from the American Educational Research Association's Division I, Education in the Professions, for her chapter, "Higher Education Assessment and National Goals for Education," in *How Students Learn: Reforming Schools Through Learner-Centered Education* (American Psychological Association, 1998).

William D. McGarry is the new president of Anna Maria College. **Larry Goodwin** has moved from interim president to president of the College of St. Scholastica. **Mark A. Emmert** is the new chancellor of Louisiana State University. **Thomas Bryant** has moved from dean of education to president at Pittsburgh State University. **Ronald A. Williams** is the new president of Prince George's Community College, Maryland. **Charles E. Kupchella** has become president of the University of North Dakota at Grand Forks.

Roberta Matthews is the new interim president at La Guardia Community College. At Alverno College, **Kathleen O'Brien** has been named vice president of academic affairs; **Timothy Riordan** and **Zohreh Emami** have been named associate deans for academic affairs; and **Austin Doherty** has been named director of the Alverno College Institute.

James A. Halseth is the new president of Iowa Wesleyan College. **James F. Anderton** is the new president of Lansing Community College. **Nathaniel Hansford** is the new president of North George College and Student University. And **George Martin** is the new president of St. Edward's University.

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we can and should have a positive impact on our environment. This philosophy has guided me to Augsburg College, which has a fantastic service-learning program. I intend not only to participate fully but also to stress to other colleges and universities the importance of service-learning in shaping a truly rounded student.

Timothy Pippert is an assistant professor at Augsburg College. He can be reached at pippert@augsburg.edu.

Tammie Nakamura, a postdoc at University of Colorado Boulder; and Mary Ann Villarreal, a doctoral student at Arizona State University-West, also received the 1999 K. Patricia Cross Future Leaders Award.

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Conversations, which highlights the work of the Campus Program participants and the Carnegie Scholars. The colloquium, to be held March 29–30, 2000, in Anaheim, is in conjunction with AAHE's National Conference on Higher Education, March 29–April 2. Themes of the colloquium focus on defining "scholarship of teaching" and fostering campus climates that support teaching. Campuses currently participating in the Campus Program are encouraged to attend.

For more about the Campus Program, see the Teaching Initiatives section on AAHE's website.

CALENDAR

2000 Conference on Faculty Roles & Rewards. New Orleans, LA

February 3–6

- Registration materials available November 1999

2000 National Conference on Higher Education. Anaheim, CA

March 29–April 2

- Call for Proposals in the September issue, or see www.aahe.org
- Proposals due October 15, 1999

2000 Assessment Conference. Charlotte, NC

June 14–18

- Call for Proposals in this issue, or see www.aahe.org
- Proposals due December 3, 1999

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Women's Caucus:	____ yrs @ $10/yr
Community College Network:	____ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community:	____ yrs @ $10/yr

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AAHE Bulletin

A Publication of the
American Association for Higher Education

Slaying Myths That Make Chairs Weak

By Ann F. Lucas

Conjuring an Ethos of Inquiry

By Peter Eckel, Adrianna Kezar, and Devorah Lieberman

An Allegory for Institutional Change

By Michael R. Chial

Also in this Issue:

- **AAHE President Announces Resignation**
- **30th Anniversary Gala Announced**
- **Conference on Faculty Roles & Rewards Speakers**

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Myths That Make Chairs Feel They Are Powerless

Six fallacies that stifle change — and how to overcome them

By Ann F. Lucas

Ann F. Lucas is a professor of organization development at Fairleigh Dickinson University. She can be reached at annlucas@aol.com.

After decades of giving unquestioning respect, the public has become demanding, critical, and angry with higher education. Employers are dissatisfied with graduates who lack skills in oral and written communication, critical-thinking ability, and being effective team members. Moreover, after almost two decades of downsizing, and the perception that no one's job is safe even though the organization is doing well, the public is angry at the sense of entitlement of academics who retain tenure, whether or not they are productive. This is the source of much of the external pressure for post-tenure review.

Higher education must respond to external criticism that demands change in the system, and to internal awareness of challenges arising from virtual universities and corporate classrooms. Whether that change is improving student learning, relating methodology to course objectives, curriculum renewal, or broader interventions such as outcomes assessment, service-learning, or integrating technology, chairs often feel helpless in the face of necessary innovation.

Developing faculty who will be responsive to these kinds of changes seems a formidable task to chairs. Despite the colossal need for leadership at the departmental level, and the position that the American Association for Higher Education and the Pew Rountables have taken that the department is the place where change should begin, chairs often state that there is nothing they can do to initiate change in the department. Not only do they not know how to be change agents, they do not believe that they have the power to bring about change. Fewer than one-third of 4,500 chairs in self-report data I have collected reported any degree of success in motivating difficult colleagues or poor teachers who are tenured. Chairs also report problems in getting faculty to accept a "fair share" of the work of the department, and in dealing with conflict in the department. There is a feeling of powerlessness in the face of such difficulties, primarily because faculty are tenured and thus presumably resistive to change. On campus after campus, chairs have repeated to me a series of myths they believe as justification for being unable to modify the status quo.

A myth, particularly one in which there is a strong belief, is a fixed perception of a situation that in turn dictates what an individual can control and what cannot be changed. The "rules of the game" develop from such an attribution or label; for example, whether chairs will try to deal with difficult colleagues, or ignore the situation because they believe there is nothing they can do that will make a difference. Thus, chairs build high walls around themselves and around

circumstances that not only control their behavior but justify how they choose to behave. Whenever individuals describe a situation as having no solution, or see it only as a dichotomy having just two opposed alternatives, it is probable that they are engaging in premature closure. In other words, they have stopped trying to generate options to the problem, and often put themselves in no-win situations.

From my observations, here are the six most frequent fixed beliefs, or myths, that are dysfunctional for the chairs who hold them, accompanied each time by my rebuttal.

1. *"I am elected by my colleagues to serve at their pleasure for only three or four years, then I will be a faculty member again. Therefore, there is nothing I can do to deal with the problems."*

The belief in an inability to do anything as chair because a person is simply a peer among equals conveys an aura of humility and democracy in action; yet it can effectively leave a department without a leader. Particularly when a chair is elected by peers for a limited term, choosing to be a team leader is a valuable choice of leadership style. As team leader, a chair can take an active role in seeking meaningful input and full participation from everyone in the department so that faculty members can plan and organize themselves to function most effectively. Being a team leader requires setting shared goals with the department and individual goals with individual faculty members so that everyone can focus on how they can achieve departmental goals while realizing their own. Goal setting with individuals and providing feedback on performance in a supportive climate are the strongest forces a chair can use for motivating faculty. When chairs are passive because they feel there is nothing they can do, departments, and often faculty, stagnate.

2. *"It is my turn in the barrel. I don't particularly want to be chair, but we all have to take a turn."*

Given academic norms that administration of any sort is a necessary evil, such statements by an incoming department chair do not usually raise concern among faculty; on the contrary, faculty often worry that people who want to be chair may be seeking power. However, when someone doesn't want to be chair, neither the department nor its faculty will benefit by having a person in that role simply because it is his or her "turn." What is most likely is that such an individual will behave in a passive-resistive fashion and accomplish nothing for the department. Whenever he or she is chided for not taking some responsibility, the response can always be, "But I didn't ask to be chair."

3. *"I am simply a peer among equals. I am not a manager."*

This is a good example of generating only two options. "I am either a peer or a manager. There is nothing in between." As chair, an individual is no longer just a peer among equals. Chairs have responsibilities that are different from those of faculty members. Although all chairs have to perform some management functions, they don't have to become managers; they can become leaders.

4. *"I have neither carrot nor stick. It is not possible either to reward or punish faculty members."*

It is simplistic to think that rewards include only economic benefits, and that punishment means only the firing of a faculty member. There are many more meaningful ways to reward people; and punishment has so many negative side effects, it is rarely an alternative of choice in motivating others. When chairs are respected colleagues, they have the ability to reinforce faculty for the latter's work. Being taken seriously by a colleague who appreciates the quality of what an individual is doing is both rewarding and motivating. Moreover, chairs usually have major input into personnel decision making, scheduling of courses, release time, and allocation of resources. Therefore, despite the fact that it is not realistic, the perception that chairs have "neither carrot nor stick" certainly contributes to their feelings of powerlessness.

5. *"I am neither fish nor fowl. Being neither faculty member nor administrator, my role is not clear."*

Granted that role conflict is stressful, a chair must be the conduit between faculty and administration, representing the needs of each to the other. This requires that a chair be an articulate spokesperson for depart-

ment members to administration. It is also necessary for a chair to be a public relations person for faculty members so that their accomplishments, their impact on the discipline at the state or national level, and their outreach to the community can be appreciated by the rest of the university.

In addition, however, because they represent administration to faculty, chairs must at times advance points of view that represent what is deemed to be good for the college or university over what is perceived as good for individual faculty members. For example, faculty often strongly resist a chair's request that they teach an 8 a.m. class, a late evening course, or a course that meets three times a week. In each of these cases, faculty may feel that the chair has lost the ability to identify with colleagues and is behaving like an administrator. Chairs must handle such conflict in their roles with tact, fairness, and good humor.

6. *"I have no power. Therefore, I can do nothing."*

Many chairs feel they have no power, though this perception is not usually accurate. In the context of the work of the chair, power is the ability to influence faculty to achieve their own goals as they accomplish the work of the department. Chairs have enough power to motivate faculty to increase student learning by teaching effectively, to increase scholarly productivity, and to increase service or outreach activities. All they need is to know how to go about it.

The kinds of power that chairs have to motivate faculty include position power, personal power, and expert power. Position power, often referred to as legitimate power, is related to the authority individuals have simply because of their positions. The extent to which chairs control rewards and punishments varies markedly from one institution to another, but when their input on administrative matters is weighted heavily by a college or university, their position power is increased. Thus, chairs have strong position power when their judgment is given serious consideration in personnel decision making.

Position power is by and large a given. Personal power, however, varies considerably and can be increased in legitimate ways. If chairs treat everyone with respect, if they are perceived as working for and fighting for the well-being of their faculty members when the cause is just, if chairs create a supportive climate in the department, and if they give people recognition and visibility for their achievements, their personal power becomes greater.

A third kind of power is expert power, which is based on knowledge and control of resources. Chairs usually know better than faculty how to get things accomplished in a college or university, particularly how to do things that are not described in faculty handbooks and other formal documents.

Overcoming Mythology

Chairs do have considerable power, then, but when they believe these six myths their effectiveness is undoubtedly reduced. However, institutions also have great responsibility for enhancing competent leadership by taking the chair role more seriously. Although the 80,000 chairs in colleges and universities constitute a knowledgeable body of leadership and influence, too often they are overlooked as the valuable resource they can be. There is little evidence that sufficient care is given to selection, training, professional development, and support of chairs.

Furthermore, if chairs are to be good team leaders and effective agents of change, they need to learn how to initiate those difficult conversations in which the collective wisdom of their colleagues is gathered so that commitment is developed to confront challenges that face their departments. Chairs need to learn the skills for leading change. Chairs must learn how to confront and manage negative behaviors of faculty and staff. They need to learn more about motivating department members. Chairs must master skills in creating a supportive communication climate, managing constructive feedback, resolving conflict, and be engaged in their own ongoing leadership development. In addition, some of the mind-deadening paperwork — the primary complaint of chairs — must be handled by computer or delegated to a technical assistant or a competent secretary so that chairs have time to be leaders.

Ann F. Lucas is the author of Strengthening Departmental Leadership: A Team Building Guide for Chairs in Colleges and Universities *(Jossey-Bass, 1994). Her most recent book,* Leading Academic Change: Essential Roles for Chairs, *will be published by Jossey-Bass in January 2000.*

Learning for Organizing

Institutional Reading Groups as a Strategy for Change

By Peter Eckel, Adrianna Kezar, and Devorah Lieberman

Peter Eckel is assistant director of the Kellogg Projects on Institutional Transformation at the American Council on Education. He can be contacted at peter_eckel@ace.nche.edu.

Adrianna Kezar is director of the ERIC Clearinghouse on Higher Education, and an assistant professor at George Washington University. She can be contacted at akezar@eric-he.edu.

Devorah Lieberman is vice provost and assistant to the president for campus initiatives and director of teaching and learning at Portland State University. She can be reached at liebermand@pdx.edu.

Organizing for learning is an important emphasis for AAHE, and rightly so. Colleges and universities should make institutional changes that promote better and more effective learning. Our experiences — from a national perspective at the American Council on Education (ACE) and ERIC Clearinghouse on Higher Education and from a campus-based perspective at Portland State University — suggest that before institutions can organize for learning, they must first learn for organizing.

As requisite to making the desired changes, academic leaders need the knowledge and the institutional commitment to implement their plans. This article presents one possible implementation strategy — organizing campus reading groups. (Although the focus here is using reading groups as a strategy for institutional change, it is an effective strategy at other times and in other types of decisions as well.)

A Structure for Change

Many campuses are initiating read..g groups, the goal of which is to explore a topic in depth through a review of the pertinent literature and research and focused discussions. The groups provide campuses with a common language and knowledge base about a particular issue, such as faculty workload, community service-learning, or even the purposes of higher education. Creating a campus reading group is an intentional strategy to manage information related to the challenges campuses face, master important knowledge, and involve key people in the change process. Such groups help create an atmosphere of reflection, inquiry, and learning.

Reading groups and being familiar with the literature are important not only for providing information but also because they create a *process* of bringing people together for focused discussion and inquiry. Reading groups focus collective attention; highlight specific elements in ambiguous contexts; bring people together who otherwise might not interact — let alone problem solve; uncover institutional assumptions, perspectives, priorities, and biases; and raise awareness of differing interpretations of events. They educate on many levels.

The Challenges of Using Reading Groups

The heart of reading groups is an organized examination of key literature. Although seemingly straightforward, this process of identifying, prioritizing, and synthesizing the vast literature (in higher education and beyond) and acting on new knowledge is a challenge.

If reading groups seem like good ideas, why don't more campuses draw upon the literature and use reading groups in a systematic way? A study of practitioners and their use of the higher education literature helps answer those questions. Over three years, the staff at the ERIC Clearinghouse on Higher Education conducted focus groups of department chairs and deans, institutional researchers, student affairs officers, mid-level academic administrators, and administrators from other areas such as

alumni affairs, development, or associations (see box, page 8). They learned:

- Most academic decision makers do not make decisions informed by the literature (although they acknowledge they should or would like to) because it takes time; the literature is perceived to be of little value and inaccessible; and there is no institutional incentive to do so.
- The higher education literature was so vast that people did not know what it contained. When one adds potentially useful literature from outside higher education, such as business and management, psychology, or sociology, the problem became even more overwhelming.
- Respondents did not have strategies to effectively review the pertinent information or to quickly distinguish between high- and low-quality literature.

Formats of Reading Groups

The ERIC study and the American Council on Education's Project on Leadership and Institutional Transformation (see box, page 8) suggest several structures for reading groups. The following list gives several examples. Campus examples illustrate some of the strategies used by institutions in the ACE Project.

Focused conversations. Discussions among 10 to 30 individuals from across the campus, these groups typically included faculty and administrators and, depending on the campus culture and norms and on the topic, students, board members, and alumni. Participants receive a common set of readings to frame the discussion and raise questions. Focused conversations vary in length and may be led by a facilitator who summarizes major points, pushes those involved to think more deeply, and avoids conversational dead ends.

For example, leaders at Valencia Community College conducted a series of 12 half-day conversations in which nearly 300 faculty and staff participated to help shape and make progress on its change initiative, "Collaborating to Become a More Learning-Centered Institution." All of the comments from these dialogues were compiled and circulated collegewide, and all faculty and staff were asked to comment.

Retreats. Typically spread out over a weekend and held off-campus, retreats provide time away from daily worries to concentrate on larger issues, and may be useful opportunities for reading groups. Retreats may follow a range of formats, from highly structured agendas to nearly open ones that are created by participants. The University of Puerto Rico-Rio Piedras held two weekend retreats at strategic points in its change initiative, "Reconceptualizing the Baccalaureate Experience." The retreats were structured to give its faculty and administrators extended time and comfort to do their work. As part of the retreats, participants responded to working papers prepared by a faculty-led task force.

Seminars. Seminars mirror a format of an academic course, but for faculty and administrators. They have a structured curriculum and reading list. Organizers may write discussion papers for seminar participants or for the campus community. Because such seminars are a scholarly process, they draw on the participants' sophisticated skills and strengths, which allows them to explore new questions in familiar ways and lends intellectual substance to the change agenda. Seminars may take place over a few intensive weekends or be spread out over the semester.

Symposia. These campuswide conversations typically include a prominent speaker or speakers, materials written by the presenters distributed beforehand, and some type of facilitated conversations. The speakers and their writings provoke ideas and catalyze thinking; the follow-up conversations allow participants to further explore ideas and implications.

Leaders at Stephen F. Austin University sponsored three campuswide symposia related to its change agenda, "Revitalizing Faculty, Staff, and Administration." Each symposium featured a nationally prominent speaker to address the faculty, then, following the speech, organizers held small group conversations to discuss ideas provoked by the speaker. Summaries of the forums were posted on the institution's website to continue the exchange on an electronic posting page.

Town meetings. The entire community is provided with a set of common framing readings and invited to participate in these open events. Olivet College held a town meeting to craft its "Campus Compact," a guiding statement for the college related to its institutional change initiative, "Education for Individual and Social Responsibility." The day-long meeting, held in the gymnasium, involved students, faculty, staff, and trustees (approximately 250 people in all) to further define the institution's direction and to formulate a set of principles about what it means to be a responsible member of the college community.

Reading Groups in Action

Portland State University (one of the institutions in

the ACE Project) used reading groups as a cornerstone of its change efforts. Fifteen faculty and administrators were invited by the provost to organize as a reading group to begin implementing PSU's change agenda, "Developing Faculty for the Urban University of the 21st Century." For the first year, the provost facilitated monthly meetings and assigned articles and books that led the group toward a common vocabulary and understanding of higher education and the changing roles of faculty. The goal of the effort was to develop a comprehensive strategy for the university to develop its faculty to fulfill its mission as an urban institution.

Over the course of the year, reading group members participated in intellectual discussions about faculty life in the academy. The monthly three-hour discussions created meaningful opportunities for faculty and mid-level administrators to be in conversations with institutional decision makers. The readings provided equal footings for the conversations and the format minimized grandstanding common to other settings where institutional decisions are made jointly.

At the end of the first year, through a series of readings and conversations, the reading group members identified themes they believed the institution needed to address. The reading group then formed subgroups for each theme. Each subgroup leader then recruited other faculty and administrators to participate in second-generation reading groups. Comments and recommendations from subgroups' conversations became the foundation for the next fall's faculty symposium.

Third-generation reading group. Many of the readings for the original reading group became the foundation for a third-generation, year-long reading group led by the provost. The primary objective of this group was to put the recently articulated strategic direction of PSU — becoming an urban institution — in a broader context. Thirty faculty and staff participated in this series and, in follow-up interviews, said that participation significantly deepened their understanding of PSU's choices about its strategic direction. In particular, participants expressed great appreciation of the broad coverage the provost paid to the history of higher education, which connected the institution's current challenges to historic trends.

PSU repeated the series the following year for a new cohort of 30 faculty and staff. Due to the number of requests for repeat sessions, the institution also videotaped the sessions.

PSU's reading groups provided the foundation for the institution's new Center for Academic Excellence. Many of the suggested outcomes of the original reading groups were threaded into the activities of the center.

Conclusion

The PSU reading group provided a scholarly forum to discuss campus issues that were not necessarily related to any one member's personal agenda, and the readings provided a context in which to struggle with issues related to the changes facing the university. Colleagues listen to each other more and reading group members formed a sense of respect for each other that carried throughout the initial reading group and beyond.

The purpose of this article is to introduce the concept of reading groups as an important strategy for learning for organizing, an adaptation of AAHE's concept of organizing for learning. By reversing the words, the phrase adopts new meaning and offers a new set of principles for institutions concerned with improving their teaching and learning.

The challenge for institutions is to benefit from the good thinking of others that can shape not only what they plan on doing but the processes through which they will go about it. By having a firm footing in the literature related to their challenge at hand, institutional change leaders can benefit from the thought and scholarship of others. The intent of reading groups is to create an ethos on campus of inquiry, application, and reflection that will ultimately benefit the campus, and its students. Harry Truman captured the essence of the faculty experience in reading groups when he said, "It's what you learn after you know it all that counts."

Resources

The American Council on Education is in its fifth and final year of the Project on Leadership and Institutional Transformation. The insights from this project, which has involved 26 diverse colleges and universities working on institutional change, underpin some of the ideas presented here. Additional project lessons can be found in an occasional paper series, *On Change*, available through ACE Fulfillment Services, Department 191, Washington, DC 20055-0191, 301/604-9073; and online in PDF versions from ACE's bookstore website (www.acenet.edu).

Further information on the ERIC Clearinghouse on Higher Education focus groups can be found in the chapter by Adrianna Kezar, titled "Still Trees Without Fruit: Higher Education Research at the Millennium," in the forthcoming *New Directions for Higher Education* monograph edited by her and Peter Eckel and published by Jossey-Bass. The Clearinghouse website (www.eriche.org) contains additional valuable information on the effective use of higher education literature.

If a Forest Falls, Is It Because No One Was Listening?

A Deconstructionist Fairy Tale for Academe

By Michael R. Chial

Michael R. Chial is a professor of audiology in the Department of Communicative Disorders and a professor of communications in the Department of Professional Development and Applied Studies at the University of Wisconsin-Madison. He can be reached at mrchial@facstaff.wisc.edu.

In higher education, our most precious commodity is turf. Most academic justifications of territory (a.k.a. "rationales") are exceedingly tedious reading. So this one is different. It is a fairy tale.

Once upon a time, a special grove of trees stood in a forest near a small coastal village. The grove contained aspen, oak, and spruce. Three species of beetle also lived in the grove. And three woodcutters lived on the edge of the village nearest the forest.

The woodcutters lived apart from the village and each spoke a different language. Because they were separated by linguistic distance, and because they were basically noncommunicative anyway (after all, they were men), they had little to do with each other. They also used very different methods in their trades. One (a short, thick-chested fellow) used a double-headed ax. Because he took pride in his strength, he favored oak trees, whose hardness challenged him. Carvers and cabinet-makers greatly prized the products of his labor. Another woodcutter (spare and wiry) used a buck saw originally designed for two-man operation. Because he had never found anyone whose rhythm quite matched his own, he used a counterweight-and-pendulum system secured by a pinion driven into the tree to do the work of an absent partner. This technique made him particularly adept at cutting spruce, which he enjoyed because they make such a great noise when they fall. Housebuilders valued his straight timber for beams and corner posts. The third woodcutter — portly, but as strong as an ox — used a one-handed bow saw to fell and trim the aspen preferred by the villagers for fuel (oak yields more heat, but these were very traditional villagers). He enjoyed his work because he knew it benefited everyone.

This is the interesting part: Each woodcutter was certain that he was the leader of his craft and that the trees of the grove were his alone to harvest. None noticed the limits of his own specialization, so none felt put upon by the others. The woodcutters didn't even know the beetles were there.

The forest was a third-growth wood, having suffered numerous fires and an earthquake that leveled all the standing timber. Because this was an old grove in an old forest (and because this is a fairy tale), the trees were somewhat self-aware. This is, in fact, what made the grove so special. The spruce were particularly proud of their tall, straight lines and the fact that their needles did not fall during the winter. The oak reveled in their great strength and impressive stature. The aspen, though fewer in number than the others, and though deployed about the edge of the grove, considered themselves the best of trees because of the way their branches rode the wind. After the fashion of trees, these three groups communicated by way of colors, light, and shadow.

This is the interesting part: Each type of tree considered itself the climactic growth for both the grove and the forest. The trees noticed the woodcutters only as fleeting shadows in the sunlight and the beetles not at all. In truth, the trees didn't trust each other very much.

The beetles of the grove had evolved a sort of collective intelligence more common among ants and bees. One breed of beetle was a borer, taking nourishment from the sap beneath the bark of the spruce. The sap beetle knew the satisfaction of the sweet fluid that could be made to flow with just a small puncture in the tree. Another (a leaf-eater) favored the aspen, but also could live on the leaves of the oak. Especially on the aspen trees, the leaf beetle loved the rhythm of bite-and-sway. The leaf-eaters and bark-borers did the trees no good, but none of those who frequented the grove recognized that, certainly not the beetles. The third beastie was a dung beetle that made a life with the leavings of squirrels, deer, and (on occasion) the woodsmen. Industrious to a fault, the dung beetles competed with each other to see which could collect the most wonderful (to a dung beetle) mass of excrement. They considered themselves to be agents of order in a entropic universe. Perhaps not precisely in those terms, but the dung beetles did have an acute sense of thermodynamics. After the nature of beetles, each of these three types communicated by the stamping of legs. The mass of the trees kept such drumming from passing between trunk and leaf, or for that matter, to the ground. And the ground-dwelling beetles were mired in — well, dung.

This is the interesting part: Each species of beetle delighted in its own truly marvelous specialization, and in the way the grove had conformed itself to the needs of that particular breed. The beetles took no notice of the men, but like the woodcutters saw the trees as a source of plenty.

This is the really interesting part: When the woodcutters worked in the grove (but nowhere else) they sang to themselves the songs of their youths, each listening only to his own tunes. And each species of tree told the story of its strength, but only to fellow members of the same breed. And each species of beetle thrum-thummed the music of its specialty, which (because those specialties differed) could not be understood by any other beetles.

Now then, one fine day, the oak trees were being strong, the spruce were being tall, and the aspen were playing tag with the wind. On this fine day, the man with the ax was finishing his work on a tough old oak, the sawman had already felled two great spruce, and the brush-cutter had bundled five large piles of aspen branches to carry back to the village. The beetles sang their own special song. And special it was, too, for this was early summer and the beetles had just finished breeding.

On this same fine day there came into the grove a huge, fire-breathing dragon. And an evil, ill-tempered beast it was, too. Because this is a fairy tale, (and because in fairy tales, dragons can communicate like crazy), the dragon spied the woodsmen and said, "I've not eaten for a week and I'm damned hungry. Give me one good reason not to eat you."

This particular dragon was no stranger to the woodsmen. It had terrorized the village for years. The oak-cutter said, "If you eat me, there'll be no wood to build beds for the villagers. No beds means no babies. No babies means no virgins for the spring offering. That would really irritate you, wouldn't it?" The spruce cutter said, "If you eat me, there'll be no masts for the ships that bring gold to the village for barter. No gold means no fall offering to brighten your nest. That would really irritate you, wouldn't it?" And the aspen-cutter said, "If you eat me, the villagers will have no fuel. They'll leave before midwinter because it will be too cold. No villagers means no midwinter festival. And that means no fatted calves. That would really irritate you, wouldn't it?"

Remember, the woodcutters did not speak a common language. And none of them spoke English. So these are just translations. Obviously, no translation is adequate without full understanding of social context and culture. But you must agree that each gave a well-reasoned argument.

The dragon responded, "YOU irritate me," and gobbled up all three.

Then the dragon turned to the trees of the grove and said, "I haven't eaten for a week, and I'm damned hungry. Give me one good reason not to eat you." (It is not well known, but fire-breathing dragons take sustenance from any living matter they incinerate. It is better known that dragons are insatiable. And terrible liars. You would be too, if you had scales for skin.)

The aspen, which excelled at choral speaking (no doubt because of their practice of following the breeze), whispered in unison, "If you eat us, there will be no trees left to ply their arms in the wind, sheltering the creatures that grow and live on the forest floor. That would be a terrible ecological disaster." (The aspen didn't actually use the word "ecological," but you get the idea.) The tallest spruce spoke up, saying, "You would not dare harm the only really tall beings in the forest. Even you, as nasty as you are, must recognize the true quality of our tallness." The senior oak quivered with rage and said, "If I have learned anything in my tenure as master of this grove, it is that a dragon is no match for the strength of a righteous oak. We will outlast you, too."

More imprecise translation, because the language of trees makes it as hard for us to understand them as vice versa. The trees did not hear the woodcutters' fine arguments because — as everyone knows — trees don't notice sounds. They didn't notice what the other trees said, either. So their ideas really were very thoughtful and quite original.

The dragon stoked smoke and replied, "Eat fire, trees." Then it blasted the grove with a single great swoop of flame. Not a single tree survived.

By this time the dragon was full. The leaf-eating beetles had gone the way of the leaves of the oak and aspen — up in smoke. The bark-borers boiled in the sap bubbling from the trunks of the charred spruce. And with only one exception the bottom-dwelling beetles were buried in ash.

The single surviving beetle continued to roll the one remaining dung ball. As you might suspect, beetles aren't very bright, but they're smart enough to know when argument does no good. Alone and afraid (or as frightened as a beetle can be), the dung beetle churned its many legs to escape the looming mass of the dragon. The huge beast shifted on its haunches, then eased to the ground, and fell into a deep sleep. The beetle was squashed, its treasure broken beyond recognition.

After a time, the dragon snorted amidst dreams of gold and fatted calves. It inhaled deeply, aspirated the remains of the dung ball, choked, then died.

More time passed. Eventually, the mushrooms took over. The village turned out okay, although for a while it suffered a surplus of virgins.

The End

The characters in this tale may correspond to faculty, to students, other partners, distant colleagues, graduates, taxpayers, or to administrators and managers. Or maybe not. Maybe the beetles are our primal selves, the trees our spiritual selves, and the woodcutters our professional selves. Or maybe not. Maybe governing boards are represented by dung beetles instead of by dragons. Maybe faculty are the dragons. Or maybe not. You'll have to figure out these things on your own. This is, after all, a post-modern fairy tale. As such, the reader is presumed to be the ultimate source of meaning.

Perhaps there is a moral to the story. Maybe the moral is "Shoot, aim, ready, for tomorrow we are mushrooms." Or maybe it is a retelling of the mushroom theory of academic leadership: "Keep them in the dark, feed them dung, and let them seek consensus." Or maybe simply, "Dung happens." Or perhaps the moral is this: During change and times of stress, the simple act of conversation, with all its uncertainty and imprecision, may be more important than the logical or emotional content of anything we have to say.

AAHE**News**

2000 National Conference

Attendees can look forward to two exciting evening events during AAHE's 2000 National Conference on Higher Education, March 29–April 2, in Anaheim, California.

Help AAHE celebrate at the association's 30th Anniversary Gala at the J. Paul Getty Museum at the Getty Center (www.getty.edu), Saturday, April 1. You will have the opportunity to view the galleries as well as its spectacular architecture. The 110-acre hillside complex also has some of the best views of Los Angeles, the Pacific Ocean, and the surrounding Santa Monica Mountains.

Another highlight will be the Friday, March 31, Multicultural Celebration and Dinner, which will feature a diverse group of area students, artists, and community groups performing culturally significant orations, dances, and songs, including material written specifically for the event.

The Anniversary Gala and Multicultural Dinner are both ticketed events. For more, watch for the conference preview information that will be mailed in mid-November and again in early January.

AAHE has lined up an impressive speaker roster for the conference. Featured session speakers recently added include Gail Mellow, president of Gloucester County College, and Toni M. Forsyth, executive director of the Center for the Study of Diversity in Teaching and Learning in Higher Education, Foothill-DeAnza Community College District, on supporting student success; and Bob H. Suzuki, president of California State Polytechnic University-Pomona, on building a diverse faculty and staff.

Suzuki

Hayes-Bautista

Oh

Also just announced, David Hayes-Bautista, professor of medicine and director of the Center for the Study of Latino Health at the University of California-Los Angeles School of Medicine, will give the Tomás Rivera Lecture on Friday, March 31. The Saturday, April 1, Celebration of Diversity Breakfast will feature Angela E. Oh, lecturer, visiting scholar, and lawyer-in-residence at University of California-Los Angeles. Oh, well-known for her civil rights and diversity efforts, served on the President's Initiative on Race.

"Diversity & Learning" is this year's conference theme, and activist, author, and scholar Mary Frances Berry, chair of the U.S. Commission on Civil Rights, will be the keynote speaker. More than 150 sessions are planned and will be organized around four theme tracks: ensuring access, supporting student success, creating inclusive curricula and pedagogies, and building a diverse faculty and staff. Special session strands are also planned for provosts and department chairs; as are separate sequences on technology issues and service-learning.

Conference registration materials will be mailed to AAHE members and posted on AAHE's website in January. For more information, contact Kerry Newberry, conferences and meetings assistant (x793), knewberry@aahe.org.

Conference on Faculty Roles & Rewards

AAHE's eighth annual Conference on Faculty Roles & Rewards, "*Scholarship Reconsidered* Reconsidered: Update and New Directions," will be held February 3–6 in New Orleans, and members can save $40 on the $305 fee by registering before December 27, 1999.

Early registration is encouraged, as last year's workshops and special events filled quickly. The regular deadline is January 17, 2000. Registrations are accepted by mail, fax, or via AAHE's website. For more information, contact Fariha Laheeb, project assistant (x770), aaheffrr@aahe.org.

Keynote speaker Lee Shulman, president of The Carnegie Foundation for the Advancement of Teaching, will open the conference with a conversation about the impact of *Scholarship Reconsidered* and the challenges he sees for the future of the scholarly work of faculty.

Conference highlights include:

- David Damrosch, professor and chair, departments of English and comparative literature, Columbia University, on the scholarship of integration and synthesis.

Damrosch

- A panel, including Judy Gignac, regent, Arizona Board of Regents, and Henry Cuellar, member, Texas House of Representatives, on "Post-Tenure Faculty Accountability: Shaping Lines in the Sand."

Gignac

- Judith Ramaley, president, University of Vermont, on the scholarship of engagement, particularly what it means for the whole university to place the needs of the community at the heart of its mission.

Ramaley

- Gary Krahenbuhl, dean, College of Liberal Arts & Sciences, Arizona State University, on individualizing prospective work plans of faculty and the evaluation of that work.

- A progress report on the status of The Carnegie Academy for the Scholarship of Teaching and Learning by Pat Hutchings, senior scholar, The Carnegie Foundation for the Advancement of Teaching, and Barbara Cambridge, AAHE's Campus Program director.

- A panel on the Project on Faculty Appointments at Harvard University will highlight its database of faculty personnel policies. Panelists include Harvard educators Richard Chait and James Honan.

- Richard Edwards, senior vice chancellor, University of Nebraska-Lincoln, on engaging the academic department in the university reform agenda.

- Scott Cowen, president, Tulane University, on the tension between the collegial culture espoused by faculty and the expanding managerial culture.

- Ronald Mason, executive director, National Center for the Urban Community, on community-building initiatives and the role of faculty in the community-university alliance.

- "Post-Tenure Review Considered," a special preconference assembly that will highlight the work of AAHE's New Pathways II project, will feature a keynote by Shirley Clark, vice chancellor for academic affairs, Oregon University System.

Clark

A conference preview containing registration materials mails to all AAHE members in November and new information will be added to AAHE's website in December and January.

For more information, contact Erin Rooney-Eckel, assistant director, Forum on Faculty Roles & Rewards (x777), aaheffrr@aahe.org.

Summer Academy 2000 Set

AAHE, in collaboration with the American Council on Education, will host its fifth annual Summer Academy on July 19–23, 2000, in Snowbird, Utah. General information is available on AAHE's website. For additional information, contact Teresa Antonucci, program manager (x783), tantonucci @aahe.org.

The Summer Academy is a team-based, project-focused event. The format engages campus teams in dialogue, reflection, dedicated team project time, and action planning. The purpose of the Summer Academy is to facilitate and deepen learning about student-centeredness within and across campus teams — through plenary sessions, workshops, team sharing, and sessions with AAHE senior staff and ACE staff leading its Project on Leadership and Institutional Transformation. Applications for the 2000 program are due April 7, 2000.

Campus team projects at the 1999 Summer Academy, held in July at Snowmass Village at Aspen, Colorado, ranged from the creation of a support mechanism for underprepared students, to articulation of learning goals and curriculum for a new Honors Program, to the exploration of learning communities for a campus.

The 1999 Summer Academy's 23 teams each arrived with a project mission and goals and spent their five days in focused activities including team work sessions, plenary sessions, and workshops on topics of importance to the team and its work. Teams completed daily assignments that culminated in a project draft, team results, and an action plan. In essence, campus teams arrived with a specific project of strategic importance to their institution and left having made significant progress and plans for their project's success.

Assessment Conference Deadline Nears

December 3 is the deadline to submit proposals for AAHE's 15th annual Assessment Conference, coming June 14–18, 2000, to Charlotte, North Carolina. "Rising Expectations: Can Assessment Deliver?" is this year's theme.

To read the Call for Proposals or to submit a proposal online, see AAHE's website. For more information, contact Linda Suskie, Assessment Forum director (x794), lsuskie@aahe.org; or Crystal Allen-Webb, senior project assistant (x768), cwebb@aahe.org.

Staff Changes

Monica Hudnell is AAHE's new data entry clerk. She comes to AAHE from Professional Technical Federal Systems. She replaces Sheila Faison, who is now AAHE's receptionist/administrative assistant.

FFRR Preconference Workshop for CAOs on Community Engagement

AAHE and Campus Compact, in conjunction with AAHE's 2000 Conference on Faculty Roles & Rewards, will offer a preconference workshop on community-based engagement specifically designed for chief academic officers. The workshop will be February 3 in New Orleans. (The conference is February 3–6.)

Registrants from institutions in the southeastern United States will receive first preference (variants of the workshop have already been offered in Minnesota and New England). Registrants from other regions will be wait-listed.

Workshop topics include

- distinctions among service-learning, volunteerism, and the traditional internship/practicum
- the relationship between community-based learning and institutional interests such as diversity, retention, curricular coherence, and active learning
- organizational structures that support the development of effective academic-community partnerships
- documenting, assessing, and recognizing faculty engaged in outreach (class- and research-based)
- assessing and strengthening an institution's overall level of engagement

CAO response to the original Minnesota workshop was overwhelmingly positive. Aside from the opportunity it offered to come up to speed on community engagement — arguably one of the most important topics on the higher education horizon — the workshop gave CAOs a chance to develop valuable new peer contacts. Similar results are expected from the Southern version of this event.

Registration materials mail this month to AAHE members and past FFRR conference participants, and also are available on AAHE's website.

New Pilot for Urban Universities Portfolio Project

One of the goals of the Urban Universities Portfolio Project (UUPP) is to experiment with alternative approaches to evaluating institutional effectiveness, especially educational effectiveness. Toward that end, the UUPP is planning a Spring 2000 pilot based in part on the model of the academic audit. The intent is to develop a process that both evaluates and enhances educational effectiveness, and moves away from traditional forms of institutional review that focus on resources and on compliance with minimum standards.

In the case of the UUPP, members of the project leadership team and Institutional Review Board will form peer review teams to visit the six project campuses. The draft electronic institutional portfolios will serve as documentation of quality assurance practices, such as assessment, and of attainment of fundamental learning outcomes. The visits will focus on the process of identifying a desired learning outcome, the status of the outcome and its assessment, and the ways in which the campus's urban mission and setting shape student learning. A second round of visits in 2001 will allow the project to refine its model for evaluating educational effectiveness and identify the most useful features of the review model.

UUPP participants hope that lessons learned from the pilot visits will support changes in accreditation and other forms of institutional review, and help develop review processes that both improve student learning and inform external stakeholders.

For regularly updated information on the work of the UUPP and for a look at several initial online institutional portfolios, please see the project website at www.imir.iupui.edu/portfolio/.

New Campus Program Booklets Available

The Campus Program welcomes participation from campuses that want to make a public commitment to foster and support the scholarship of teaching and learning. The long-term goal of the program is to generate a national network of campuses that provide structures, supports, and forums for such scholarship. The Campus Program is part of the Carnegie Academy for the Scholarship of Teaching and Learning, but is managed by AAHE.

Any campus is invited to register as a participant in the program. Registration instructions and other information is available in a new booklet from Teresa Antonucci, program manager (x783), tantonucci@aahe.org. The deadline for registration is June 2000.

For questions about the Campus Program, contact Barbara Cambridge, director, AAHE Teaching Initiatives (x760), bcambridge@aahe.org.

AAHE President to Resign

by Margaret A. Miller

Dear Colleagues:

I am very sad to have to tell you that I have submitted my letter of resignation as AAHE's president, effective with the arrival of a successor, but no later than August 1, 2000.

This is something that I do with deep regret and after long deliberation, prompted by a worsening over the last 10 months of a chronic, stress-related health condition. That condition — called *colitis* — is not fatal, but it is debilitating, and I am announcing my resignation while I still have energy to sustain the vigorous leadership AAHE deserves until a new president takes office, thus preventing the additional disruption of an interim presidency. A search will be launched immediately by AAHE's Board.

I take this sad step only because of my conviction that this move is in the best long-term interests of AAHE. I take some comfort in my belief that the association has accomplished a lot in my two and a half years. AAHE remains robust as an organization. Our good financial position has been solidified — unrestricted reserves have grown from $876,000 in FY97 to $1,611,000 at the end of FY99. During that same period, AAHE's membership grew from 8,766 to 9,441. And AAHE's programs and activities are working more synergistically than ever before.

But there have been larger changes as well. Concerns expressed by some of AAHE's caucuses about the 2000 National Conference site have led to more careful and systematic attention by the association to the issues of and communication with its various constituency groups and to the Board's "Statement on Diversity" and largely completed diversity action agenda. I trust that as a consequence of those actions, the AAHE of the future will be more sensitive to the needs of all its members.

Moreover, there has been a broadening of programmatic focus. For much of its history, AAHE's emphasis was on increasing the effectiveness of institutions in carrying out their teaching and scholarly missions. Almost all of its long-term projects — the Teaching Initiative, the Assessment Forum, the Summer Academy, the Forum on Faculty Roles & Rewards, and service-learning — reflected that focus. During the past two and a half years, we have widened AAHE's emphasis to include defining — and encouraging institutions to address — the public purposes and responsibilities of higher education.

Themes (and the projects) we are beginning work on under that wider emphasis include being accountable to various publics (the Urban Universities Portfolio Project, and new efforts in the Assessment Forum); ensuring access to success in college for all students (a Knight-funded project to promote success of students of color in the disciplines); encouraging the involvement of individuals and institutions in their communities (a developing project in civic and democratic engagement); and engaging in public-interest research in the community (a new emphasis on the scholarship of engagement in the Forum on Faculty Roles & Rewards).

This concern with the public purposes and responsibilities of higher education is thoroughly compatible with AAHE's vision and mission, as articulated in the statement we developed in my first year on the job. But the center of gravity of our projects has shifted somewhat in response to the conviction that colleges and universities exist to serve a public good, and that they are responsible for demonstrating their service to that public.

An increase in the number of partnerships AAHE has entered into in the past couple of years reflects the further conviction that fundamental change in higher education is not going to happen as a result of the efforts of isolated individuals or even institutions. Instead, it will happen through the combined efforts of many groups. That is why, early on, I suggested that we replace the old metaphor of AAHE as Paul Revere, lone horseman, with the image of the Lewis and Clark expedition.

In our partnering, we have affiliated with the TLT Group to address issues of teaching, learning, and technology. We have become partners with The Carnegie Foundation for the Advancement of Teaching in creating the Teaching Academy Campus Program; with Campus Compact to work on service-learning; and with IUPUI to define and demonstrate the effectiveness of the urban university. In collaboration with the National Association of Student Personnel Administrators and the American College Personnel Association we produced the report *Powerful Partnerships*. AAHE is leading the newly developed Higher Education Collaborative on Democratic Engagement. And our 2000 Summer Academy will be a joint effort with the American Council on Education.

Another shift in the past two and a half years is in the kind of institution AAHE targets. We have been increas-

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ingly interested in those institutions that serve the majority of "new American students." This viewpoint has motivated the project on urban universities; it also lies behind commitments by AAHE's projects and programs to attend to the issues of community colleges and behind my yearly recommendations that the Board increase its community college representation. Further, this shift has led AAHE to highlight higher education's alternative providers, as another route into postsecondary education for many learners and a perspective that also warrants representation on the Board.

Your new president will, of course, bring his or her unique vision to the work of the organization. And AAHE will continue to evolve in response to changing challenges. AAHE's identity has always been somewhat fluid — its hallmark and the secret of its success have been, I think, its adaptability. But I feel hopeful that my successor can securely build on my work, as I built on Russ Edgerton's much longer and very distinguished record of achievement.

I hope you know how much I care about the association and how much I have enjoyed working with all of you. If I can no longer serve as AAHE's president, I can be one of its most loyal members.

Thank you for your support.

CALENDAR

2000 Conference on Faculty Roles & Rewards. New Orleans, LA

February 3–6

- Early bird registration due December 27, 1999
- Regular registration due January 17, 2000

2000 National Conference on Higher Education. Anaheim, CA

March 29–April 2

2000 Assessment Conference. Charlotte, NC

June 14–17

- Proposals due December 7, 1999

2000 AAHE Summer Academy, Snowbird, UT

July 19–23

- Applications due April 7, 2000

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As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, P.O. Box 98168, Washington, DC 20090-8168; fax 202/293-0073.

AAHE Membership *(choose one) (add $20/yr outside the U.S.):*
Regular: ☐ 1 yr, $115 ☐ 2 yrs, $210 ☐ 3 yrs, $305 Retired: ☐ 1 yr, $60 Student: ☐ 1 yr, $55

AAHE Caucuses/Networks *(all are open to all members; choose same number of years as above)*

Amer. Indian/Alaska Native Caucus: ___ yrs @ $10/yr
Asian and Pacific Caucus: ___ yrs @ $15/yr
Black Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's Caucus: ___ yrs @ $10/yr
Community College Network: ___ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community: ___ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ☐ M ☐ F

Position: _____
(if faculty, include discipline)

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AAHE Bulletin

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How to keep the process meaningful

By Jon F. Wergin

What Is the Scholarship of Teaching and Learning?

Answers from the Teaching Academy Campus Program

By Barbara Cambridge

Curbing Campus Drinking

Awareness campaigns that have real impact

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Evaluating Department Achievements: Consequences for the Work of Faculty

Some colleges have learned how to change the program assessment process from a dreaded chore to a learning experience. Here are their strategies.

By Jon F. Wergin

Jon F. Wergin is a professor of educational studies at Virginia Commonwealth University and an AAHE Senior Scholar. He will be a presenter at the 2000 AAHE Conference on Faculty Roles & Rewards, February 3–6 in New Orleans. He can be contacted at jwergin@saturn.vcu.edu.

See if this scenario describes what happens in your own department: Every five to seven years your unit comes up for a formal program review. It's an event that does not inspire much enthusiasm among the faculty. There's plenty of busywork as the self-study is prepared, and there's a lot of grumbling about wasted time and bureaucratic intrusion. Everyone's goal is to get through the process with a minimum of aggravation. When it's over, the final report disappears into the bowels of the administration and nothing much changes; but at least the faculty won't have to worry about it again for awhile. This whole pageant is repeated, with minor variations, for regional and specialized accreditation, student outcomes assessment, and various ad hoc strategic planning initiatives.

If all this seems distressingly familiar, you're not alone. Last year I was asked by the Pew Charitable Trusts, in conjunction with AAHE's New Pathways II project, to undertake a survey of quality assurance practices in academic departments, and I'll give away one of the key findings right now: There is plenty of assessment going on. Academic departments are evaluated in as many as five different ways — formal program review, student outcomes assessment, regional accreditation, specialized/professional accreditation, and performance-based budgeting. Some lucky departments are faced with all five, sometimes in the same year. But what is the cumulative impact of all this evaluation on the department and its faculty? How are all these data used internally? Are faculty work lives changing, in useful and constructive ways, or is evaluation instead making faculty work more onerous and bureaucratic? What kinds of evaluation policies and practices encourage constructive change in departments and a stronger culture of collective responsibility there? Some of the answers to these questions might surprise you.

First, however, a little background. My associate Judi Swingen and I began this project in August of 1998. We reviewed the literature, called upon personal networks of informants, and sent a mass mailing to all campus provosts. We eventually studied about 130 institutions across the Carnegie categories. From some we merely collected information on paper; for others we conducted telephone interviews with key campus participants; and for eight institutions we wrote extensive case studies based on two-day visits to the campuses.

We found widespread discontent with how institutions evaluate their academic departments. Among several roots of campus unhappiness, one was most striking: Most departments and most faculty failed to see the relevance of program evaluation and assessment to the work they did. The dominant mood on the campuses we studied was that program review and other forms of departmental assessment are largely ritualistic and time-consuming affairs, mandated from above, having few real consequences for the lives of the faculty.

Components of Effective Evaluation at the Departmental Level

Despite this rather bleak portrayal, we found some notable exceptions, places where unit evaluation informed judgments of worth and improved departmental functioning. These institutions do three things well: The organizational and cultural setting promotes a conducive atmosphere for evaluation; evaluation policies and practices are viewed as credible and fair; and evaluation criteria and standards are scrutinized carefully. I'll describe each of these characteristics in turn.

Organizational and cultural setting. Sometimes formal campus policies for assessment or program review seemed to make little difference; what did matter was effective leadership. Campuses with successful practices concerned themselves first with building an institutional climate supportive of quality improvement. For example, when the provost at a private research university with a history of successful program review was asked how he would go about initiating evaluation in another institution, he said this: "First I'd take a measure of the institution and its vision for the future. Is there ambition for change? I would try to find ways of articulating a higher degree of aspiration; if there wasn't a strong appetite for this, then program review would be doomed to failure."

The elements of a "quality" institutional climate as suggested by the institutions we reviewed were these:

- *A leadership of engagement*: leaders who are able to frame issues clearly, put clear choices before the faculty, and be open to negotiation about what will inform these decisions. Of all the elements of organizational climate, this one was the most important.
- *Engaged departments*: departments that ask very basic questions about themselves — "What are we trying to do? Why are we trying to do it? Why are we doing it that way? How do we know it works?" Evaluation helps to define the academic work of the department.
- *A culture of evidence*: a spirit of reflection and continuous improvement based on data, an almost matter-of-fact acceptance of the need for evidence as a tool for decision making.
- *A culture of peer collaboration and peer review*: negotiation of common criteria and standards for evaluation based on a shared understanding by departmental faculty of one another's work.
- *A respect for difference*: a differentiation of faculty roles, leading to a shift in focus of the evaluation from work that is judged by standards external to the unit ("merit") to the contribution of the faculty member to the mission of the unit ("worth").
- *Evaluation with consequence*: a tangible, visible impact on resource allocation decisions, without being so consequential that the process turns into a high-stakes political exercise.

Evaluation policies and practices. We found that, overall, the most effective policies and practices were both flexible and decentralized. Units were invited to define for themselves the critical evaluation questions, the key stakeholders and sources of evidence, and the most appropriate analysis and interpretation procedures. This suggests that institutions should focus less on accountability for achieving certain predetermined results and more on how well units conduct evaluations for themselves and use the data these evaluations generate. Rewards then accrue to units that can show how they have used the assessment to solve problems and resolve issues. This notion is similar to "academic audit" procedures currently in widespread use in Western Europe and Hong Kong: Rather than attempting to evaluate quality itself, the focus instead is on processes believed to *produce* quality.

Evaluation criteria and standards. *Criteria* are the kinds of evidence collected as markers of quality; *standards* are the benchmarks against which the evidence is compared. We found many problems with the use of evidence. It wasn't that institutions lacked information that might lead to judgments about departmental quality: our database contained examples of more than 100 quality indicators, and these were distributed fairly evenly across "input" (faculty qualifications, FTEs), "process" (curriculum quality, demands on students), and "output" (faculty publications, student learning) criteria. The problem rather was that in almost no case did institutional procedures call for examining the quality of the evidence *itself*, and this can lead to some bizarre consequences. Here is a particularly egregious example: At one flagship university the assessment of "quality of instruction" includes these criteria: number of full-time faculty (undergraduate and graduate), total students per full-time faculty (undergraduate, master's, and doctoral), and degrees awarded per faculty (baccalaureate, master's, and doctorate). How, one might ask, do these indices qualify as markers of instructional quality? What do they have to do with the quality of student learning?

Further, we found a widespread lack of clarity and agreement about what the *standards* should be. For example, what is the most appropriate standard for departmental research productivity: Departmental goals negotiated earlier with the dean? Last year's performance? The extent to which the scholarship fits within school priorities or the university's strategic plan? Or how well the department stacks up against its "peer" departments in other institutions? Standards considered important or credible by one stakeholder group may not be considered important at all by another; thus, departmental quality will always be in the eye of the beholder.

Recommendations for Good Practice

What does all this suggest about what institutions could do to promote more effective unit evaluation? Here are four possibilities.

1. **Be proactive in discussions of "quality."**

Too many conversations about assessment proceed from the assumption of shared definitions of quality. At most institutions the assumption seems to be that determining quality is mostly a problem of data collection — that all we need to do is to find the right instrument or set of indicators. In the search for tools, the standards by which judgments of worth are made are largely ignored. The message is plain. Any campus wishing to develop sounder and more useful evaluation of academic programs must address the multidimensional meanings of quality, as slippery and elusive as the concept is. Departmental faculty will be more likely to take seriously an evaluation that uses criteria chosen for their credibility, not just for the convenience or accessibility of the evidence.

Jon F. Wergin's work on the evaluation of the department has important implications for the evaluation of the work of individual faculty and the future of the academic career. Contributions to the mission of the department will play an increasingly central role in the evaluation and rewarding of faculty. One way or another, faculty must learn to share what is an ever increasing load. Will we move toward "unbundling the faculty role," as is being urged, or toward "differentiated staffing"? What will happen to the vision of "the complete scholar" called for in *Scholarship Reconsidered*?

This article is a condensed version of a longer report, *Evaluating Academic Departments: Best Practices, Institutional Implications*, written principally for academic administrators and available in early 2000 from AAHE as part of the New Pathways Working Paper Series of the Forum on Faculty Roles & Rewards.

Gene Rice
Director
AAHE Forum on Faculty Roles & Rewards

2. **Decentralize evaluation to the maximum possible extent.**

The "maximum possible extent" is the point at which the evaluation strikes a meaningful balance between the objectives of the department and the appropriate needs of the institution. A good way to encourage discussions of quality is to begin them at the level closest to the work of the faculty, namely in the academic programs themselves. One way for departments to reaffirm their commitment to academic quality is for them to embrace not just a set of mission and goal statements but a well-articulated set of principles that reflect quality attributes to which the department aspires, and for which its faculty are willing to be held mutually responsible.

3. **Recognize that evaluation is not for amateurs: Address the developmental needs of deans, chairs, and faculty.**

I don't mean to be pejorative about this, nor to imply that program assessment should be turned over to a cadre of specialists. I only want to suggest that using information well is a learned skill. Faculty members trained as chemists, historians, or physical therapists usually receive little if any training in topics such as evaluating data quality and cross-examining evaluative evidence, even though these are crucial skills to bring to a review team.

4. **Focus not just on enhancing collaboration and teamwork but on "organizational motivation."**

The problem that dogs many administrators — and one of the most common themes emerging from our site visits — is how to foster a department's internal commitment to quality and change. How can an institution reconcile a faculty member's personal goals (the need for income, security, academic freedom, and autonomy) with the collective goals of the department and the institution?

Simply encouraging collaboration is not likely to work; a deeper understanding is needed of faculty preferences. If the unit of assessment is to shift from individual to collective achievement, a different model of motivation is needed. One alternative might be the concept of "organizational motivation," which suggests that faculty members will contribute to the group — even at the expense of self-interest — if they (a) identify with their institution, and (b) think their behavior will affect the institution in a positive way. (For a fuller explanation of this concept, see B.M. Staw's "Motivation Research Versus the Art of Faculty Management" in J.L. Bess's *College and University Organization: Insights From the Behavioral Sciences*. [New York University Press, 1984].) Thus, rather than focusing *all* of their attention on "reward systems," university administrators might be well advised to nurture faculty members' affiliation with the institution, through socialization experiences, ceremonies, and other symbolic acts; by acknowledging faculty whose work benefits the institution; and by removing existing disincentives to participation in institutional citizenship. Administrators might also consider encouraging more discourse about what the institution does and should do for faculty.

A Final Note

The way an institution sees itself is reflected in how it evaluates. Among the institutions we studied, those that were most successful with departmental and unit assessment took the long view: administrators took the time to develop a commitment to and an energy for change, and then looked to assessment to help move the change along. They charged each department with the responsibility of identifying and answering its own evaluation questions, and held each accountable for doing that effectively. They enhanced organizational motivation by sharing information and encouraging dialogue. Finally, they took seriously issues of data quality and credibility. Administrators elsewhere interested in creating a more self-regarding institution would do well to follow their example.

Jon F. Wergin is the author of *The Collaborative Department: How Five Campuses are Inching Toward Cultures of Collective Responsibility*, a publication of the Forum on Faculty Roles & Rewards (American Association for Higher Education, 1994).

The Scholarship of Teaching and Learning: Questions and Answers from the Field

By Barbara Cambridge

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Add your answers to these five interesting questions:

- *Does scholarly teaching differ from the scholarship of teaching?*
- *Who does the scholarship of teaching?*
- *Is this scholarship disciplinary-specific or interdisciplinary?*
- *What role do students have in this work?*
- *How do campuses encourage the scholarship of teaching?*

"I don't get it," I heard a faculty member say during a recent daylong meeting at a campus registered in the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). "I'm prepared to be responsible for doing teaching and scholarship, but what does it mean to put those practices together? What is the 'scholarship of teaching'?"

This question is echoed in discussions on campuses across the country. Encouraged by the Teaching Academy Campus Program design, which asks campuses to consider a draft definition of the *scholarship of teaching and learning* (see box, Page 8), faculty members are grappling with issues generated when they begin to think about teaching as a scholarly act, ways in which disciplinary perspectives and practices influence scholarship in teaching, and a host of other ideas that challenge past assumptions about the place of teaching in the trinity of teaching, research, and service.

This article focuses on questions that faculty members ask as they take up the topic of the scholarship of teaching and learning, and it reports some steps in answering those questions. Like most intriguing intellectual questions, however, there are multiple answers, multiple ways of logically looking at the same issue, and multiple ways of doing work that addresses the questions. Participants in CASTL are generating answers that contribute to the work of many people in defining the territory. Part of CASTL's purpose is to generate knowledge that is open to critical review and available for use by other members of the educational community.

So as you read, consider how you might address these questions. What would you bring to this exciting work that offers new ways to examine how faculty do the scholarship of teaching and foster student learning? What answers make sense to you, and why? Do you have answers to add?

What is the difference between *scholarly teaching* and *the scholarship of teaching*?

Effective teaching is the goal of most college professors. Whether they teach often or infrequently, faculty members want their students to learn and want to figure out how to help them do so. Faculty who wish to explore the challenges in fostering student learning seek feedback from students through classroom assessment; guidance from local peers through reciprocal visits, joint course development activities, or faculty development workshops; and insight from disciplinary colleagues through reading literature about pedagogy in their field.

Carnegie Academy for the Scholarship of Teaching and Learning

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), a multi-year project funded by The Carnegie Foundation for the Advancement of Teaching and The Pew Charitable Trusts, seeks to support the development of a scholarship of teaching and learning that will

- foster significant, long-lasting learning for all students,
- enhance the practice and profession of teaching, and
- bring to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work in higher education.

CASTL's three lines of work are the Pew National Fellowship Program for Carnegie Scholars, work with scholarly and professional societies, and the Teaching Academy Campus Program.

The Teaching Academy Campus Program encourages campuses to cultivate conditions that enable inquiry and action that support the scholarship of teaching and learning. Coordinated by AAHE, the Campus Program continues to welcome new campuses into its activities. If you are interested in learning more about the Campus Program, send a request for an informational booklet to tantonucci@aahe.org.

They become informed teachers who benefit from the scholarship of others, and might be called "scholarly teachers."

As Pat Hutchings, Carnegie senior scholar, and Lee Shulman, Carnegie's president, point out in their article "The Scholarship of Teaching: New Elaborations, New Developments" in the September/October 1999 issue of *Change*, however, the scholarship of teaching is something else. They write that the scholarship of teaching is characterized by "being public, open to critique and evaluation, and in a form that others can build on. . . . It requires a kind of 'going meta,' in which faculty frame and systematically investigate questions related to student learning — the conditions under which it occurs, what it looks like, how to deepen it, and so forth — and do so with an eye not only to improving their own classroom but to advancing practice beyond it." In other words, faculty set out to do the scholarship of teaching and learning not only to improve the teaching and learning in their own classroom but also to improve teaching and learning beyond their local setting by adding knowledge to — and even beyond — their disciplinary field.

Who does the scholarship of teaching?

At a recent campus meeting I attended, one faculty member complained aloud that scholarship of teaching belonged in the School of Education, not in his school. He, after all, was trained in the intellectual work of his discipline and not in how to teach. He didn't intend to switch gears mid-career to take up a new kind of scholarship. Of course, if his interests are not related to the ways in which people learn in his discipline, he is certainly right to continue with another kind of scholarship: discovery, application, or integration. He may find at another point in his career, however, that a question about teaching or learning ignites his scholarly curiosity.

But for many other faculty members, examination of how students learn is compelling throughout their careers. Although they may not have been acculturated through graduate school or their department's expectations to focus on questions of pedagogy or learning, they have through their teaching posed questions that call for systematic study, questions they really want to answer. As more and more attention is directed particularly at undergraduate teaching and at needing to know how and why students are learning, some faculty members want to do research on thorny problems in teaching and learning in their disciplines or fields.

The Campus Program is designed, in fact, to promote conditions on campuses to support those faculty who do want to undertake this form of scholarship. Campuses have identified a range of conditions that foster or hinder faculty members who want to do this work. Supports include funded projects, an institutional research office that does studies for faculty members, public events that feature key findings of scholars of teaching, administrative support through a center on teaching and learning or a campus academy, and tenure and promotion guidelines that recognize the scholarship of teaching and learning. Inhibitors include time constraints, lack of knowledge about how to study learning within one's discipline, lack of resources, cultures that favor the scholarship of discovery, and

incentive systems that discourage attention to scholarly teaching or the scholarship of teaching.

Even teachers who rely on a colleague to do the scholarship of teaching, from which they can learn in improving their own teaching, can contribute to campus conditions that enable that colleague to prosper. Who does the scholarship of teaching? Not everyone. Who can support the scholarship of teaching? Everyone.

Is the scholarship of teaching and learning disciplinary-specific or interdisciplinary?

In launching the Campus Program, CASTL posed as a starting point for campus discussions a draft definition of *the scholarship of teaching*, which suggests that "study of a problem [is done] through methods appropriate to disciplinary epistemologies." Its Pew National Fellowship Program selects Carnegie Scholars in disciplinary groups to provide collegial interactions within the discipline. In a paper entitled "Disciplinary Styles in the Scholarship of Teaching" presented at a September 1999 symposium at the University of York, Mary Huber, a senior scholar at Carnegie, traces the evolution of discourse about teaching and learning within the disciplines and describes how disciplinary styles influence the design of projects on teaching and learning.

In addition, Huber examines the nature and role of interdisciplinary exchange. Carnegie Scholars are selected within their disciplines but spend their residency time at the Carnegie Foundation working across disciplines. Campus Program participants have judged that they need widespread, crossdisciplinary discussions of the place of the scholarship of teaching and learning in the academy. Huber concludes that "the challenge here is to reconceptualize relationships between the disciplines, so that the lessons flow in all directions rather than demanding the diffusion of one privileged way of knowing."

It may be that, at least at this point, the method, more than the finding, is what is disciplinary-specific; that faculty within disciplines are likely to warrant findings reached through methods previously sanctioned by practice within that discipline. Over time, we will learn whether the findings hold across disciplines when the same issue is studied through methods warranted in a different discipline. For example, Mariolina Salvatori, a Carnegie Scholar in English from the University of Pittsburgh, has studied for many years in her own discipline the concept of "moments of difficulty" as opportunities for learning. The premise of her argument is that perceiving and naming something as "difficult" is a form of knowledge that is responsible and profitable to tap. She is now testing her theory to determine whether it is discipline-specific. In studying how other disciplines confront this aspect of teaching, she will find out, among other things, whether other disciplines will warrant her ways of testing her theory and her findings, or if she will need to use new methods to do the testing in order to have her findings accepted. One possible outcome of the work of Salvatori and others is an expansion of ways of knowing within and across disciplines.

Is there a role for students in the scholarship of teaching and learning?

Elon College decided that the student role is central. Elon recently funded four teams to study intellectual engagement in the classroom. Each team consists of a professor and two student associates. The history team is designing and studying different "student as teacher; teacher as student" models in the classroom use of student research. The biology team is designing and studying relevant, inquiry-based course and laboratory components of a course for nonmajors. The environmental studies and economics team is training students in diverse fields to be expert resource persons in a simulation used in the school's Global Experiences course and will examine the results of the practice. Reflective integration is the focus of a three-discipline team examining a set of linked courses. Students bring to all the teams experience and knowledge that only learners newer in the discipline than the faculty member can bring.

In a November 1999 edition of an update I send quarterly to Campus Program partners, I wrote about the possibilities for faculty/student research teams investigating intellectually intriguing questions about learning in disciplines. Done well, undergraduate research is a form of active learning that contributes to deep understanding. In most disciplines, faculty have to this point conducted research with undergraduates that includes the students doing ongoing laboratory work, helping to check sources for a book project, or being part of fieldwork. Few faculty have considered the rich possibilities of undergraduate research in teaching and learning.

This kind of research has the powerful advantage of creating new knowledge for the discipline while enabling student researchers to become more aware of their own process of learning and the circumstances under which they can best learn within a discipline that views the world through a particular set of lenses and warrants and analyzes evidence in particular ways. We talk often about teaching students to be lifelong learners. Undergraduate research can spur students to base their knowledge of their own learning on more than individual intuition or experience.

Campus Program Colloquium Seeks Presenters

You are invited to the Colloquium on Campus Conversations, at which questions about the scholarship of teaching and learning will be addressed by those out in the field. The Colloquium will take place March 28–29, 2000, in Anaheim, California, immediately preceding the AAHE National Conference. Carnegie Scholars, representatives from Campus Program campuses, and association members will report about their work and build on one another's emerging answers to important questions.

Registration information will be in the *January Bulletin*.

If you are interested in presenting at the event, contact Barbara Cambridge, bcambridge@aahe.org.

This occasion offers an opportunity to share ideas, suggest answers to existent questions, and pose more of the kind of compelling questions that engages scholars of teaching and learning.

What strategies are Campus Program campuses using to promote the scholarship of teaching and learning?

Recently George Walker, graduate school dean at Indiana University-Bloomington, spoke about ways that various units on the campus will help faculty who want to do the scholarship of teaching and learning. The Sponsored Research Services staff at IUB will help faculty in writing proposals for external support. Individual units will be encouraged to change faculty annual reports to prompt faculty members to describe fully their research on teaching and learning. The human subjects process will be reexamined to continue to ensure the best interests of students while making timely the ability to do the scholarship. The Summer Faculty Fellowship program will be expanded to fund fellowships in scholarship of teaching. And, significantly, Walker will match all funds for the scholarship of teaching and learning that come from external sources.

Two schools are investigating available literature and current conditions as they prepare to act. An area for faculty study during 1999–2000 at Alverno College, which sets aside Friday afternoons for collaborative faculty activities, will be pedagogical practices that actively engage students. Recent literature on pedagogical practice and scholarly teaching will be available to all faculty members, and Alverno will hold interdisciplinary workshops on how different disciplines use strategies that engage students in the practice of their disciplines. When these preliminary acts of inquiry are complete, Alverno will decide on its next step.

The second school, Illinois State University, is also interested in student engagement and involvement in the university. Through quasi experiments, questionnaires, face-to-face interviews, and analysis of existing institutional data, its faculty wants to answer two questions — What are faculty and student conceptions of engagement and involvement? and What is the relationship of student involvement/engagement to learning and other student outcomes? After determining current faculty perceptions and the existing relationship of involvement and learning, the campus will take the next steps.

Two more schools have used special occasions to promote the scholarship of teaching and learning. North Carolina State University decided that a greater opportunity for change exists if colleges and universities throughout the state take up the work, so it invited all state schools to convene for planning and collaborative activities. The new president of the University of Akron used his inauguration to emphasize the need to pay attention to teaching; the school has mobilized teaching academy ambassadors to focus on, among other issues, what needs to be known about students to improve their learning.

Conclusion

Campuses are designing a variety of strategies and activities that fit their own cultures and needs. It is clear that campuses must figure out for themselves what fits the institution's history, mission, and direction. It is equally clear that every campus has pressing questions about student learning that will benefit from the scholarship of teaching and learning.

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Telling It Like It Is

Using Social Norms Marketing Campaigns to Reduce Student Drinking

By William DeJong and Jeff Linkenbach

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Few contemporary problems seem as intractable as high-risk drinking by college students. For years, institutions of higher education have invested in alcohol awareness programs, peer education, and "alternative" recreational activities, yet the percentage of college students engaged in high-risk drinking has continued at intolerable levels since the 1980s, even while this type of abusive alcohol consumption by high school students and other young adults not in college has gone down.

National publicity about the alcohol-related deaths of students at Louisiana State University, the Massachusetts Institute of Technology, and the University of Virginia, and then the spate of "right to party" riots at Michigan State University, the University of Colorado, and other campuses, has spurred college officials to look for new answers. Many college officials are now trying to re-engineer both the campus environment and the surrounding community in ways that will discourage high-risk drinking.

The significance of higher education leaders taking a visible stand to prevent student alcohol abuse is obvious. Less apparent, however, is the possibility that increased attention to the problem, if talked about in the wrong way, might actually make things worse. How this can happen, and how it can be avoided, is something that college presidents and other senior administrators need to understand.

Perceived Drinking Norms

Whether and how much students drink partly depend on their perceptions of campus drinking norms. Students take in all kinds of information about what is typical or normative among their peers. What is seen as typical can then become what is expected. Where students see lots of students using alcohol, they may feel pressure to fit in by drinking. Where they see fewer students drinking, they feel less pressure and may drink less.

What is critical here is not just the actual level of alcohol consumption but students' *perceptions* of how much drinking is going on. Those perceptions are prone to error. Researchers have found that, whatever the true level of high-risk drinking on campus, students tend to greatly overestimate the percentage of their peers who engage in dangerous alcohol consumption. Often the disparity between reality and perception is enormous.

Consider data recently collected by Montana State University's Department of Health & Human Development in a statewide survey of 18- to 24-year-old adults. Men reported that they typically have three drinks per occasion, but they estimated that other men in Montana their age typically have seven drinks. Women were guilty of the same misperception, reporting that they typically have two drinks per occasion but estimating that their peers typically consume five drinks. Findings of this magnitude are standard.

Sociologist Wesley Perkins contends that this pattern of misperception — what he has called a "reign of error" — can have severe repercussions. If college students believe that most students drink heavily, then high-risk drinking rates may

rise in response. What can emerge, Perkins says, is a self-fulfilling prophecy: The more students who believe that high-risk drinking is common, the more high-risk drinking will actually occur.

The entry of first-year students into college presents a time of particular vulnerability. Incoming students are seeking information on how to act in their new role, away from parental control. If they come to believe that the way to fit in is through risky alcohol use, then many of them will follow that path.

Social Norms Marketing Campaigns

Perkins and other prevention experts began to ask whether this dynamic could be turned around by informing students about how much drinking is really going on, as opposed to what the students think is the case. This strategy makes sense. If students more accurately perceive how much drinking is really going on, then this information should change their perception of the norm, which in turn should lead to reductions in high-risk drinking.

The effort to get this message out — using publicity events, student newspapers, posters, email messages, and other campus-based media — is called a social norms marketing campaign.

Michael Haines and his colleagues at Northern Illinois University (NIU) were the first to initiate a social norms marketing campaign along these lines. Supported by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), NIU first expanded its traditional approaches to prevention, which included educational presentations and other awareness events, an advertising campaign, and implementation of new policies — all driven by a focus on the negative consequences of alcohol abuse. Annual student surveys suggested that these efforts had little impact on high-risk drinking.

Faced with these disappointing results, in the next academic year Haines started NIU's social norms marketing campaign. A year later, the next student survey showed that students had a somewhat more realistic picture of the true level of alcohol consumption on campus. Before the campaign, students had said that 69 percent of NIU students could be classified as high-risk (or "binge") drinkers. Afterward, students estimated the figure at 57 percent. The reported high-risk drinking rate was 43 percent before the campaign and approximately 38 percent a year later. Survey respondents also reported a 5 percent reduction in alcohol-related injuries to self, plus a 33 percent reduction in alcohol-related injuries to others.

Encouraged, Haines and his colleagues have repeated the campaign for several years, and annual surveys continue to show steady declines in student alcohol abuse. By 1998, the high-risk drinking rate had dropped to 25 percent. This decline has been at a time when the national rate, as measured by the University of Michigan's *Monitoring the Future Study*, has held relatively steady around 40 percent.

Inspired by NIU's results, the University of Arizona launched its own campaign. Like NIU, Arizona had a long history of prevention programming that featured traditional approaches, again with little observed impact on high-risk drinking. With grant support, program staff developed a social norms marketing campaign similar to the NIU effort and with similar outcomes. Annually administered surveys showed a drop in the high-risk drinking rate from 43 percent in 1995 to 36 percent in 1996 and 31 percent in 1997.

Western Washington University (WWU) has the same story to tell. WWU implemented its social norms marketing campaign in the 1997–98 academic year as part of a larger prevention program. The campaign was built around a series of 10 advertisements placed in the widely read student newspaper. In 1996, prior to the campaign, the high-risk drinking rate at WWU was estimated at 34 percent, and in 1998, after the campaign, at 27 percent.

Hobart and William Smith Colleges, a small, liberal arts school in upstate New York, is another institution that has tried this approach. In 18 months, college officials saw a 21 percent decline in reported high-risk drinking rates following the campaign.

Each of these evaluations is open to criticism. Two common flaws are worth mentioning here: the absence of data from specific comparison schools, and a lack of specific information on other campus and community factors that might be affecting high-risk alcohol consumption. Proponents of this approach agree that more definitive research is needed to prove the value of social norms marketing campaigns.

Even so, the consistent pattern of findings reported by these several campuses — years of relative stasis, followed by a social norms marketing campaign, reduced misperceptions of student drinking, and then an approximate 10 to 25 percent drop in the high-risk drinking rate — is impressive, especially in light of survey data showing relatively little change at the

national level. Many college administrators are now adding a social norms marketing campaign to their list of must-do prevention activities.

Implications for College Administrators

Prevention expert Alan Berkowitz has said that the impact of misperceived drinking norms can be likened to students feeling social pressure from "imaginary peers" to drink. A clear implication for college administrators is to avoid making statements that reinforce misperceptions of campus drinking norms, fortifying the impression that "everyone" drinks and does so in an abusive manner.

Following this advice doesn't mean running from uncomfortable truths. If there is a student death, a serious crime, or any other crisis associated with high-risk drinking at a campus, the facts must be acknowledged, discussed, and acted on. When data from an annual survey on student drinking is compiled, the institution should make that information public.

It is equally important, however, to champion the positive norms associated with the majority of students who drink responsibly. But what if the majority of students on campus are high-risk drinkers? Even here, there is a positive message that should go out. Remember, whatever the level of alcohol consumption might be, it is very likely that most students think it is even higher. Administrators need to do whatever they can to correct that misperception.

Even if you can't cut down on the percentage who drink heavily per se, you can reinforce the "abnormality" of behaving badly while drunk. Students want a safe campus, no matter how much they drink, and the vast majority will support social norms that reject impaired driving, assault, date rape, and vandalism.

Communication regarding alcohol issues then becomes a matter of balance between, on the one hand, the serious consequences associated with the minority of students who abuse alcohol, and, on the other, the moderate or healthy norms espoused by the majority. Over time, expression of these positive norms should nudge student behavior in the right direction.

Another implication is that administrators must be vigilant to respond to sensationalized reporting of college student drinking. Clearly, misleading headlines or vivid accounts of student misbehavior can lead students to overestimate how much drinking is going on. Remember that college-bound high school students are also taking in these news accounts, which will affect their expectations of college. With that in mind, college administrators should work with reporters to develop positive stories about campus life. Doing so requires a working knowledge of the news business but it can be done successfully.

Using the Right Terminology

A final note concerns the terminology that college administrators use to describe abusive drinking. The term *binge drinking* has become the accepted catchphrase for describing abusive alcohol consumption by U.S. college students, largely as a result of Henry Wechsler's 1994 article in the *Journal of the American Medical Association*, in which he reported the results of his national survey on college student drinking.

For men, Wechsler defined binge drinking as having five or more drinks in a row on a single occasion within the past two weeks, and for women as having four or more drinks in a row. By this measure, 50 percent of men and 39 percent of women (44 percent overall) were classified by Wechsler as binge drinkers. The headlines followed.

NIU's Haines and others have criticized Wechsler's definition, claiming that it distorts the nature and scope of the problem because it does not specify a time period over which the alcohol is consumed "on a single occasion." Four or five drinks "in a row" over a several-hour period does not conform to the popular notion or even to the clinical definition of a "binge," which is a multiple-day drinking episode with extended period of intoxication, also known as a "bender." In the public mind, therefore, newspaper headlines proclaiming that "nearly half" of college students are "binge drinkers" only serve to create an exaggerated view of student drinking.

The real worry is not that students are consuming a certain number of drinks but that they may be doing so at a rate that elevates their blood alcohol level, leading to impairment. If researchers take into account the amount of time over which the alcohol was consumed, it is apparent that the percentage of students who are consuming alcohol at dangerous levels is lower than Wechsler's "binge drinking" rate would imply.

As an alternative, many prevention experts are coming to prefer the terms *destructive drinking* or *high-risk drinking*. An additional advantage of these terms is

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FFRR Registration Under Way

The early registration deadline is December 27, 1999, for AAHE's eighth annual Conference on Faculty Roles & Rewards, "*Scholarship Reconsidered* Reconsidered: Update and New Directions," to be held February 3–6 in New Orleans. Regular mail registration is due January 17, 2000.

Plenary speakers include Lee Shulman, president of The Carnegie Foundation for the Advancement of Teaching; David Damrosch, author of *We Scholars: Changing the Culture of the University*; Judy Gignac, Arizona Board of Regents; Henry Cuellar, Texas House of Representatives; and Judith Ramaley, president, University of Vermont.

Major session presenters include Gary Krahenbuhl, dean, College of Liberal Arts & Sciences, Arizona State University; Richard Chait, Cathy Trower, and James Honan, Harvard University educators; Richard Edwards, senior vice chancellor, University of Nebraska–Lincoln; Scott Cowen, president, Tulane University; Ronald Mason, executive director, National Center for the Urban Community; Pat Hutchings, Carnegie senior scholar; and Barbara Cambridge, AAHE's Campus Program director.

A special pre-conference assembly, "Post-Tenure Review Considered," will emphasize the work of AAHE's New Pathways II project. Shirley Clark, vice chancellor for academic affairs, Oregon University System, is the assembly's keynote speaker.

The remainder of the conference program includes more than 36 hands-on preconference workshops, more than 60 concurrent sessions, 12 program briefings (which report on exemplary programs on individual campuses), and 40 breakfast roundtable sessions, touching on a wide range of education-based issues.

Register early — last year's workshops and special events filled quickly! The conference Preview, including registration and hotel information, was mailed in November and also is available on AAHE's website. If you haven't received your copy, contact Faren Laheeb, project assistant (x770), aaheffrr@aahe.org.

UUPP Participant Profiles

This month's news of the Urban Universities Portfolio Project (UUPP) begins a series of profiles of project work at the six participating universities. This installment profiles Portland State University (PSU).

PSU sees its web-based institutional portfolio as a medium for showing how the campus fulfills its urban public mission and for demonstrating campus efforts to assess effectiveness and engage in improvement. Portfolio development is guided by a Faculty Advisory Committee representing an array of perspectives, and by results of internal and external focus group discussions.

Among the committee's principles for the portfolio are these: (1) PSU's motto, "Let Knowledge Serve the City," guides the process; (2) faculty are centrally involved; (3) the portfolio is a strategic document that communicates a vision for the future and analyzes progress toward goals; (4) the portfolio provides a forum for discussion among both internal and external stakeholders.

PSU's current UUPP website includes information about campus project work, and a prototype for the portfolio itself. The first "chapter" of the portfolio, "Community Pathways," will highlight PSU's connections with the Portland metropolitan community.

PSU project director Kathi Ketcheson, director of institutional research and planning, and Faculty Advisory Committee chair Robert Everhart cite two key benefits of the portfolio effort so far: It brings together many campus activities with common themes, e.g., initiatives related to assessment, learning communities, and website redesign; and it serves as a vehicle for collaboration among faculty and institutional researchers. In fact, PSU's Faculty Advisory Committee has become known as "the best committee on campus," and as a model for faculty engagement in university-wide initiatives — while PSU's institutional research office has become more integrated into core campus activities, such as assessment of student learning.

PSU's project website may be reached through the main UUPP site at www.imir.iupui.edu/portfolio/, which also includes contact information for the campus project director and staff.

Happy Holidays

The office will be closed

DECEMBER 24–27
DECEMBER 31
JANUARY 3

Taking Note

Editor's note: This section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.

New Campus Crime Website May Raise Concerns

College officials may have to field some tough questions from concerned students and parents following the launch of the College Community Crime Risk website, which purports to allow visitors to check the risk of violent crime (homicide, rape, robbery) for any of 1,497 college communities.

The site is hosted by APBnews.com, an online news service that specializes in crime, justice, and safety issues.

The site features the results of a college community crime risk analysis by CAP Index, Inc., a provider of crime risk assessment data to corporate America. The analysis is not based on actual crime rates but rather offers an estimate of the risk of crime based on factors such as household income, family structure, migration patterns, housing values, and average level of education.

That emphasis on potential risk over actual crime statistics has many colleges, particularly those named on the site as "The 25 Highest-Risk College Campus Neighborhoods," crying foul.

Six of the colleges named most dangerous are in the Atlanta area, and the Atlanta Regional Consortium for Higher Education (ARCHE), a consortium of Atlanta-area higher education institutions, calls the analysis misleading and inflammatory. In a recent statement, ARCHE insists "This methodology ignores the successful efforts of institutions to provide safe and secure environments for their students, staff, and visitors. The 'bottom line' is that actual institutional data portrays the situation on campuses more accurately than predictions based on surrounding communities."

To review the college community crime risk analysis, as well as responses from many of the colleges, go to www.apbnews.com/safetycenter/childrens_safety/campus.

Report Addresses Business-Higher Education Collaboration

In its new report, *Spanning the Chasm: A Blueprint for Action*, the Business-Higher Education Forum offers a blueprint for implementing partnerships that can ease the transition from student to employee.

The Forum is a partnership between the American Council on Education and the National Alliance of Businesses. The report focuses on two main questions — What can be done to ensure students acquire the skills and attributes necessary to succeed in today's high-performance workplace? And what can higher education and industry do to help students develop these skills? The Forum presents six recommendations, including a "call-to-action" list of steps to be taken immediately.

Spanning the Chasm: A Blueprint for Action is available for $14 from: American Council on Education Fulfillment, Dept. 191, Washington, DC 20055-0191, www.acenet.edu/bookstore; or contact the Business-Higher Education Forum, 301/604-0158, www.bhef.com.

Members in Motion

Vinetta Jones is the new dean of Howard University's School of Education. **Jennifer Braaten** is now president of Lutheran College. **Katherine Haley Will**, past provost and professor of English at Kenyon College, has been named president of Whittier College. Audrey Cohen College has made **Stephen Greenwald** its president. **Julia M. Davis**, from the Detroit College of Business, has moved from dean of academics to president.

Miller

John W. Miller is now chancellor of the University of Wisconsin-Whitewater. **Ruth Janssen Person** is the new chancellor of Indiana University-Kokomo. Bay Path College has appointed **William Sipple** provost and vice-president for academic affairs. **Maria M. Vallejo** is Palm Beach Community College's new provost.

Person

Starting February 1, 2000, **Christopher M. Kimmich** will be replacing **Vernon E. Lattin** as president of Brooklyn College. **Walter M. Bortz III**, vice-president for administration at George Washington University, will become the new president at Hampden-Sydney College starting July 1, 2000. **Anne C. Steele** will become president of Muskingum College and **Diane Boardley Suber** will be the new president at St. Augustine's College, both effective January 1, 2000.

Vallejo

Lanny Hall, president of Hardin-Simmons University, will become the school's chancellor on May 31, 2001. Also, **Sister Ann Francis Klimkowski** announced that as of June 30, 2000, she is ending her tenure as president of Lourdes College to assume the role of president of the Lourdes College Foundation, a separate nonprofit organization that secures financial support for the college.

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that they put the focus on what most college administrators, parents, and students care about — the dangerous, alcohol-fueled misconduct of students who abuse alcohol.

Finding Support for Policy Change

Alcohol problems on college campuses are not new, and quick-fix approaches will not work. To achieve long-term social change, college presidents and other senior administrators must work to modify the campus and community environments in which students make decisions about their use of alcohol. This complex undertaking will require substantial effort over a number of years.

Policy reform cannot go too far beyond existing norms without provoking resistance. It follows, then, that support for change will be less forthcoming if students, faculty, and administrators have an exaggerated misperception of student drinking. This becomes yet another reason to make people aware of the positive social norms that exist on campus. By communicating the fact that the majority of students are already practicing safe, moderate behaviors, college administrators can enlist the support they need for additional change.

The views expressed in this article are those of the authors and do not necessarily reflect the official position of the U.S. Department of Education or the State of Montana.

CALENDAR

2000 Conference on Faculty Roles & Rewards. New Orleans, LA
February 3–6
- Early bird registration due December 27, 1999
- Regular registration due January 17, 2000

2000 National Conference on Higher Education. Anaheim, CA
March 29–April 2

2000 Assessment Conference. Charlotte, NC
June 14–18

2000 AAHE Summer Academy. Snowbird, UT
July 19–23
- Applications due April 7, 2000

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AAHE Bulletin

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

What's Ahead for the Carnegie Classification

Updating a higher education standard

By Alexander C. McCormick

Let's Talk About Race

An interview with activist Angela Oh

By Vicky Hendley

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- National Conference on Higher Education Early Registration: February 23, 2000
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Bringing the Carnegie Classification Into the 21st Century

The Carnegie Classification has served higher education well for three decades, but the time has come for a new approach that recognizes the many dimensions of commonality and difference among institutions.

By Alexander C. McCormick

Alexander C. McCormick is a senior scholar at The Carnegie Foundation for the Advancement of Teaching. Comments can be sent to classification@carnegiefoundation.org.

It is time to rethink the Carnegie Classification system. To some, the very notion of changing the Carnegie Classification borders on heresy. But heretical notions are sometimes needed to bring about positive change.

The Carnegie Classification of Institutions of Higher Education was developed in 1970 by the Carnegie Commission on Higher Education (a project of the Carnegie Foundation for the Advancement of Teaching) to aid its policy research. The Commission needed a taxonomy that reflected the great variety of American higher education while providing "more meaningful and homogeneous categories than are found in other existing classifications." The "existing classifications" at that time typically differentiated institutions according to simple descriptors such as *level* (two- or four-year, with four-year sometimes divided into doctoral and nondoctoral) and *control* (public or private, with private sometimes divided into sectarian and nonsectarian). Such taxonomies failed to capture important differences, grouping very different institutions and separating institutions with much in common, such as public and private research-intensive universities.

The Classification was developed as a research tool. When the Classification was published in 1973, Carnegie Commission Chair Clark Kerr wrote that "the Commission decided to make the Classification available in published form because we felt that it would be helpful to many individuals and organizations that are engaged in *research on higher education*" (emphasis added).

In the three decades since its development, the Carnegie Classification has been adopted by a wide range of users: researchers, policy makers, funding agencies, institutional personnel, even news magazines. Institutions commonly invoke their Carnegie Classification as a concise and consensually understood means of self-description. Ironically, the Classification's wide acceptance may be its greatest liability, as its present uses have far exceeded its original purpose.

Strengths and Weaknesses of the Present System

It is important to note the Classification's strengths, which in large measure account for its durability.

- The Classification is *simple*. The category definitions are straightforward, and require no complex statistical

manipulations. It is easy to see how an institution's classification follows from the data.

- The Classification is *objective*. Institutions are classified according to public data on selected dimensions of institutional activity. In other words, they are classified according to *behavior*. To the extent that the Classification is thought to characterize institutional mission, it is mission as enacted by the institution.
- The Classification is *analytically useful*. Countless studies have demonstrated the discriminant utility of its categories with respect to a wide range of institutional, student, and faculty characteristics as well as student outcomes.
- The Classification provides *a basis for shared understanding*. It gives researchers, policy makers, and institutional personnel a common language for characterizing institutions, such that research findings and other analyses are readily interpreted and compared.
- The Classification has *the ring of truth*. Many of those who know higher education find that the institutional groupings make intuitive sense — they hang together. There is disagreement on this assessment, however: Some argue that it is based on prominent institutions that are clustered in relatively small categories.

The Classification's weaknesses fall into two broad categories: internal ones, which derive from the way the categories are defined and labeled; and external ones, which derive from the way the Classification is interpreted and used. Following is a brief summary of the Classification's internal weaknesses. There are practical reasons for many of these, but a reasoned critique must acknowledge them.

- Although the Carnegie Classification represented a great leap forward in describing the diversity of higher education in the United States, it is nevertheless a great simplification to distill that diversity into a handful of characteristics and a single way to group institutions.
- The order in which categories are presented, combined with the use of numbered subcategories, permits the interpretation that the Classification values some categories over others — that it is indeed a ranking, with Research Universities I at the head of the list.
- Although the Classification is often described as characterizing institutional mission, it does not attend to the traditional components of mission equally. Research is measured explicitly (if imperfectly); instruction is addressed only indirectly, through degree conferrals and field coverage; and service is absent.

2000 Edition of the Carnegie Classification: Summary of Changes to Category Definitions

Only those categories for which substantive changes are planned are listed. Precise cut points are subject to change pending analysis of new data.

1994 Edition	*2000 Edition*
Research Universities I 50 or more doctorates per year, and $40 million or more per year in federal support	**Doctoral/Research Universities I** 50 or more doctorates per year across at least 15 disciplines
Research Universities II 50 or more doctorates per year, and $15.5 40 million or more per year in federal support	**Doctoral/Research Universities II** 10 or more doctorates per year across at least 3 disciplines, or 20 or more doctorates per year overall
Doctoral Universities I 40 or more doctorates per year across at least 5 disciplines	[Included in above categories]
Doctoral Universities II 10 or more doctorates per year across at least 3 disciplines, or 20 or more doctorates per year total	[Included in above categories]
Baccalaureate (Liberal Arts) Colleges I 40 percent or more of bachelor's degrees in liberal arts fields, and restrictive in admissions*	**Baccalaureate (Liberal Arts) Colleges I** At least half of undergraduate awards are bachelor's degrees, and at least half of bachelor's degrees in liberal arts fields
Baccalaureate Colleges II Less than 40 percent of bachelor's degrees in liberal arts fields, or less restrictive in admissions*	**Baccalaureate Colleges II** At least half of undergraduate awards are bachelor's degrees and less than half of bachelor's degrees in liberal arts fields
Associate of Arts Colleges [no explicit distinction from Baccalaureate Colleges]	**Associate's Colleges** Less than half of undergraduate awards are bachelor's degrees

*Admissions selectively indicated by achievement profile of entering students (high school class rank, and standardized test scores)

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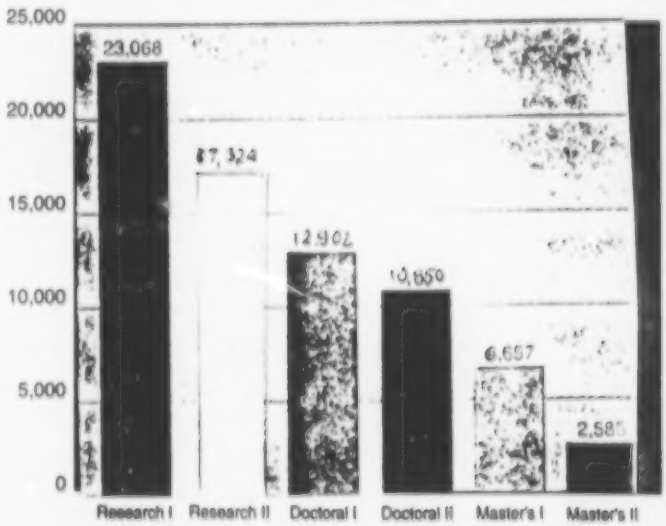
- Certain types of institutions are much more finely differentiated than others. Doctorate-granting institutions — 7 percent of the institutional universe in 1994 — are divided into four subcategories. Yet two-year colleges — 40 percent of the universe, encompassing a considerable diversity of institutions — are not divided into any subcategories.
- With a few exceptions, the category definitions use absolute cutoffs — a particular number of degrees at a certain level, a particular number of fields represented, or a particular level of federal funding. While this is an element of the Classification's desirable simplicity, it introduces a confounding effect of institutional size. As a result, average enrollment declines systematically from Research I to Master's II (see graph, below). In *The Rise of American Research Universities* (Johns Hopkins University Press, 1997), Hugh Davis Graham and Nancy Diamond document the differences that result when one replaces an aggregate measure of research activity (as is used in the Classification) with measures that tap research activity on a *per capita* basis. For example, suppose two institutions with comparable sets of schools, departments, and programs receive roughly equal amounts of federal research dollars. If one has half as many faculty members as the other, the similarity with respect to aggregate funding may conceal considerable differences with respect to the activities of individual faculty members.
- There are a number of technical shortcomings associated with the measure of research activity used in the Classification. While a thorough explication is beyond the scope of this article, a brief summary is in order. The Classification has traditionally used total federal obligations (as reported by the National Science Foundation) to capture research activity. While this source has the considerable advantages of reliability and objectivity (the data are reported by federal agencies, not institutions), it has several shortcomings as the *sole* measure of research activity. Not all research is federally funded (this measure favors fields heavily dependent on federal support, such as biomedical research); not all federal obligations are related to research; not all federally funded research is included; and these data cannot track the pass-through of funds between institutions. Each of these factors compromises our ability to assess an institution's true level of research activity.

Next, there are external weaknesses — difficulties related to the Classification's impact and usage:

- Its broad acceptance reinforces the notion that there is only one meaningful way to group institutions, and that those in different categories have little in common.
- Its interpretation as a status hierarchy can have important consequences for institutions, especially their access to human and fiscal resources. As a result, many institutions — especially doctorate-granting institutions — have adopted "moving up the Carnegie Classification" as an explicit institutional goal. In effect, the Classification plays a role in shaping the system that it means to describe: The research tool has become an unintended policy lever. This has implications for institutions' ability to innovate and, in combination with the uneven attention to the components of mission described above, raises questions about system-level change and adaptation. To the extent the Classification exerts normative pressure on the system, there are strong incentives for institutions to conform to particular models of institutional activity, and indeed to particular *indicators* of activity.

Average Enrollment by Carnegie Classification, 1994



SOURCE: *A Classification of Institutions of Higher Education*, 1994 Edition.

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The last point is an important one. It is especially ironic in light of the recommendations made by the Carnegie Commission in one of the first reports to use the Classification, *New Students and New Places* (McGraw-Hill, 1971): to preserve or increase institutional diversity and resist homogenization. Indeed, the Commission discouraged expansion of "research-type universities granting the Ph.D." — the very model that many institutions emulate in response to the interpretation of the Classification as a status hierarchy. (This is not to dispute the great value and importance of the research university model, of course, but simply to highlight the unintended role the Classification has played in promoting it and thereby shaping institutional aspiration and action.)

Toward a More Flexible and Comprehensive System

Now let us look to the future and think about how the Classification might be adapted to the present realities of higher education, and how its weaknesses might be remedied. By 2005, we at the Carnegie Foundation envision replacing the present single scheme with a *series* of classifications that will recognize many dimensions of institutional commonality and difference. The first step toward such a system will involve the development of a series of indicators that describe institutions and what they do. This will simply be an extension and elaboration of the present approach, and will include improved indicators of research activity, but also indicators that characterize instruction and service activities. Each of these would likely be based on multiple measures, with appropriate controls for size as needed. We also envision indicators that capture important elements of institutional resources. After a "menu" of indicators is developed, they will be combined to produce a series of classifications. We also anticipate making the indicators available to users interested in creating their own, customized classifications. Another dimension of the new system will be differentiation of two-year colleges. (Several promising efforts are currently under way by analysts outside the Carnegie Foundation, and we are monitoring these efforts with interest and enthusiasm.)

A system of multiple classifications offers several advantages:

- It acknowledges the complexity and diversity of American higher education, by recognizing that institutions that resemble one another when viewed through one lens may look quite different through another lens.
- It better differentiates the classification enterprise from ranking: There will no longer be a single way to group institutions, exerting a singular homogenizing influence.
- Users of the new classification system will have to think carefully about the dimensions of institutional variation that are most relevant to a given purpose, and then would select the classification (or classifications) that best distinguishes institutions along those dimensions.
- Under such a system, there will be less risk associated with institutional innovation: Adaptation in one direction would not necessarily come at the expense of distinctiveness in other areas.

Such a system is not without risk or difficulty. The taken-for-granted nature of the present system will be undermined: Different analysts will employ different classifications, making it more difficult to compare findings from multiple studies. There might be disagreement about the appropriate classification for certain purposes, such as composing peer groups. And the complexity of the new system might discourage its acceptance: The community might reject it altogether, or simply embrace just one of its new classifications — effectively reproducing the present system. But we are persuaded that the potential benefits of a new approach are worth these risks. This is an ambitious undertaking, and its success will depend in large measure on the participation and assistance of the higher education community. Over the next few years, we will be counting on that community to help us develop a system that meaningfully characterizes the great diversity of U.S. higher education.

In the interim, the Carnegie Foundation has announced plans to issue a revised edition of the Carnegie Classification for release this summer. This revision is primarily intended to update the Classification, which was last revised in 1994 and is now seriously out of date. Our plans for the 2000 revision address some of the shortcomings set forth above while preserving the basic methodology and most of the categories of

continued on page 16

Straight Talk On Race and American Society

Angela Oh has traveled the country listening to Americans' ideas about race. As a speaker at the 2000 National Conference on Higher Education, she'll share some of what she's heard. Here's a preview.

Interview by Vicky Hendley

Angela Oh, a lecturer, visiting scholar, and lawyer-in-residence at the University of California-Los Angeles, is on a national speaking tour, where she leads discussions on race and the future of American society. President Clinton appointed Oh, a longtime civil rights advocate, to the President's Initiative on Race Advisory Board, a group established in 1997 to counsel the President on ways to improve the quality of American race relations. The Board ended its work in 1998 after issuing several reports, including, "One America in the 21st Century: Forging a New Future."

Oh will be the speaker at the Celebration of Diversity Breakfast, April 1 at AAHE's 2000 National Conference in Anaheim, CA.

HENDLEY: What can you tell me about your experience on the President's Initiative on Race?

OH: The experience was extraordinary. We were able to raise such a difficult issue at the national level, and to have the support of the President. One of the things that people forget, and I think it doesn't get said enough, is that before the President's Initiative on Race, there already were really extraordinary things going on. One of the main values of the Race Initiative was that it affirmed the work of some terrific leadership going on at a grassroots level, at a community level, at an institutional level, and in the private sector. This is important to do, because the climate has been so contentious around issues of this country's growing diversity.

We, as Americans, are struggling with how we feel about diversity. We say it's at once our greatest gift, but also our most formidable challenge. We haven't decided how we feel about our diversity, but the truth of the matter is it is our diversity that has made us innovative and successful, has allowed us to assert ourselves as a world leader. We're the last remaining superpower. This didn't happen on the shoulders of just a very small group of men. It happened on the shoulders of many different kinds of people contributing in many different ways, and it is that very tension, I guess you could call it, that has given us the ability to be as creative and successful as we've been in the world community.

HENDLEY: What were some of the unifying themes that came out of the "One America in the 21st Century: Forging a New Future" report issued by the President's Initiative on Race?

OH: I think we all understood that one of the major vehicles of the Initiative was education, so there was a real focus on that. There was also a whole effort that looked at what we can do about disparities in the areas of economic opportunity, access to higher education opportunities, housing, and in the impact of our criminal justice system. These were some of the areas where we really wanted to get at some of the current and best thinking and research that's available.

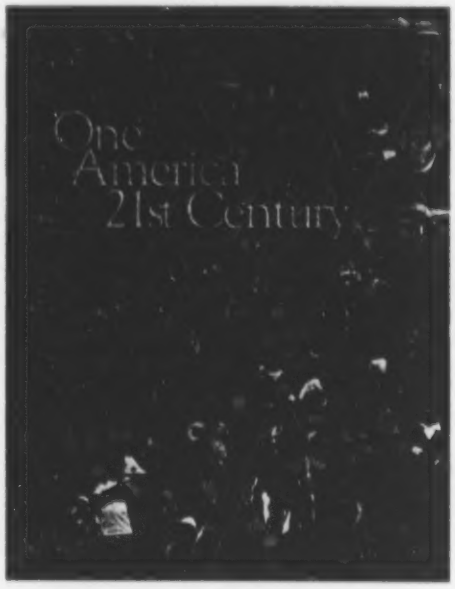
We found that a lot of people have opinions about race and race relations, but their opinions are not necessarily founded on any information to speak of, just what they've heard or what they see on TV or something. But when you ask people fundamental questions, like what percentage of the American population is

African American, do you know that 15 percent of the people who responded to the White House survey before the Initiative was started said that they thought half the country was black?

HENDLEY: That's interesting.

OH: It's sad. Because the fact is, of course, that African Americans make up 12 or 13 percent of the population. (See graph, page 9.)

HENDLEY: The report looked beyond the "black and white" issue, to issues between ethnic and minority groups and also issues between white Americans and all other people of color in the United States. Do you think those concerns receive enough attention? Or do the media, in general, look only at "black vs. white" issues?



OH: I don't think that there is enough attention paid to conversations that go beyond "black and white." Yes, it's partly because I'm Asian American, and I know that there are many, many compelling examples that come out of the experience of Asian Americans. But I also know that enough of us haven't written about these issues or gone into the public space with the idea that we need to look beyond just "black and white."

I also understand why we're stuck in "black and white." It's because more than 80 percent of our population is black or white. Asians, Latinos, and Native Americans are a small segment of the population. And it's also because the deepest disparities are seen among African Americans, in particular young African American males. So it gives you a very specific focus for action. And when it comes to questions of what are we going to do, priorities have to be set. So it's a compelling argument to say that we need to set priorities where there is the deepest need.

There is another way of looking at it. In behavioral sciences, you identify where you can go with the best models. This is part of what we tried to do with the President's Initiative on Race. We tried to identify promising practices. In addition to the "One America" report, we produced another publication, which got no press, called "Pathways to One America in the 21st Century: Promising Practices for Racial Reconciliation." This is a compilation of the best practices that we found around the country related to advancing race relations and racial understanding.

That document, though it's about the same size as the report we sent to the President, is actually a more useful document because it provides concrete examples of what has worked elsewhere. "Pathways to One America" is available through the White House's One America Initiatives office and on the Web at www.whitehouse.gov/Initiatives/OneAmerica/america.html.

HENDLEY: Could you give us an update on what you've been doing since you completed your work on the President's Initiative on Race?

OH: I'm engaged in a national lecture tour on the subject of race and the future of American society. My full-time endeavor right now is lecturing. I've also been teaching at UCLA, and I will be teaching at UC-Irvine this year in the School of Social Sciences, covering current issues surrounding the whole question of race relations in America.

HENDLEY: Which leads me to my next question, which is what do you think education institutions should do to improve race relations?

OH: This conversation cannot happen just in the media, in the public space, because it would become, I think, very counterproductive. But if you were to get some thoughtful committed people, who are members of organizations like the American Association for

Higher Education, to really focus on a way to balance what the interests are here, we might be able to come up with some new vehicles, some new policies, some new ways of introducing the concept of the necessity for unity.

The available data today suggests that there continues to be a divide based on color. And it's not just performance, it's actual access to opportunity. These are really complex issues. I left my law practice after 12 years because I knew, after working with the President's Initiative on Race, that this conversation is going to become more complex. It's going to become more contentious and it's going to present greater challenges, not just for individuals, but for communities, political leaders, and people who are in positions of being able to make major institutions in our society run properly.

When I told my partners that I was hitting the road to continue the conversation I began with the President's Initiative on Race, they suggested I just take a year leave of absence. But I told them, "What I'm about to do is not going to take a year." What's happening in America, what's happening in California, what's happening in L.A. County, Orange County, San Diego County, what's happening right now is transformative. My interest is in pulling communities together, pulling American society and its consciousness of what it means to be "an American" together.

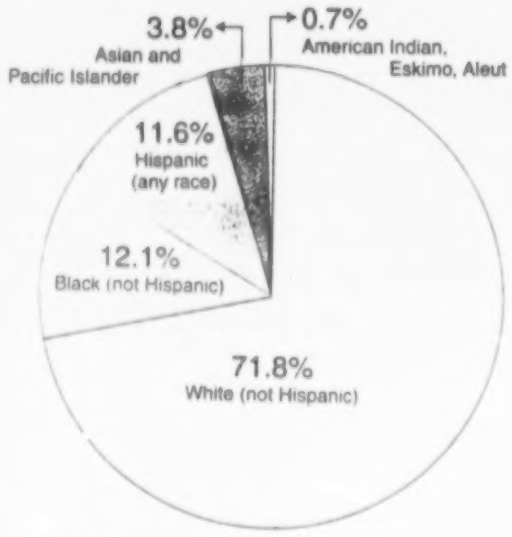
The New Face of 21st-Century America

HENDLEY: Tell me a little bit about how you think the changing demographics are going to affect race relations. I grew up in southern California, where two languages was just something I accepted as the norm. It's not like that in the rest of the United States.

OH: That's right. That's something that I have learned, and it's pretty dramatic when you go to the East Coast and the South. When people talk about "diversity" or "people of color" in the East and in the South, it always means *black*. If you try to assert that it means anything else, people don't get it. They really don't get it. So you have to look at that reality and understand something that I learned about a year ago: Americans believe America is whatever it is that they live in their daily experience.

In other words, in L.A., we think this is what America is, diversity. But in Harrisburg, Pennsylvania, a city of 52,000 people, which is mostly white, very few Latinos, zero Asians that I saw, and zero blacks, they think that's America. And when you go to New York City, they think they're the most diverse place in the world. And when you go to places like Miami, Miami thinks they're the ones that are the real America of the future because we've all heard what's going to happen with the Latino population.

U.S. Population, 1999



SOURCE: *Bureau of the Census*

What do I think is going to happen with the growing diversity of our population? It's anybody's guess, but I would say it could go in two directions. One is that we could take advantage of, and really understand and recognize, that America is a young and unique country. When people come here, they are very willing to leave certain aspects of their old culture behind. They are very willing, especially when it comes to questions of democracy, fundamental principles of fairness, and due process. These are issues that people elsewhere are literally dying to have incorporated in their lives.

On the other hand, you have people here who are afraid of the migration of populations. They think it's happening only in the U.S. It's not. It's happening all over the world, and this is why you're seeing the kinds of conflicts that you're seeing, because political leadership hasn't gotten a handle on what you do with this diversity.

Affirmative Action

HENDLEY: Speaking of politics, what do you think of the recent flurry of anti-affirmative action sentiment and legislation, particularly its impact on higher education?

OH: I am a proponent of affirmative action. I believe that I benefitted from those programs as an undergraduate, graduate, and law student. I would not say that I was given an unfair shot or preference; I would not say I was a quota person. I would say that one of the things that was taken into consideration, at the time that I was applying to various schools, was my ethnicity, and there were very few Koreans at the time. Now, you've got a lot of Koreans.

I think it's bad that states have passed these anti-affirmative action initiatives. I really do, because it sends a message that we have somehow convinced ourselves that we don't have to think about historical discrimination or what we as a society should do to change it.

HENDLEY: Is affirmative action an issue that we should continue to fight for, or should we accept its demise and look for alternative methods of improving access?

OH: While we still need to take a position that affirmative action is a necessary and positive tool, I believe we get trapped when we think that it is the only tool for opening up equality of opportunity. There are other tools that should be considered.

HENDLEY: You're someone who has obviously been involved with race issues in America for a long time, and you seem very positive and upbeat about the future of race relations in America.

OH: Not always. When the shootings happen, I just think, "God, when are we going to be able to get our arms around this?" But probably there will always be those incidents that will remind us what can happen if Americans don't figure out how to make peace with our diversity.

HENDLEY: At our conference, you'll be speaking at the Celebration of Diversity Breakfast, which is sponsored by our Asian and Pacific, Hispanic, and Women's Caucuses for all conferees to attend. I understand your speech is going to be titled "The Politics of Possibilities."

OH: That is right.

HENDLEY: A very positive title. Can you tell me a little bit about what your speech will cover, to give a preview for our attendees?

OH: Sure. I will talk about what I see happening around the country. For your particular group, I will share some of the things that I'm hearing from young people, and from people who are actually involved in work that supports what goes on in institutions of higher learning. I'll talk about mentorship programs, youth

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This Spring's National Conference Emphasizes Diversity & Learning

Angela Oh is one of several interesting speakers at AAHE's 2000 National Conference, March 29–April 2 in Anaheim, CA. "Diversity & Learning" is this year's conference theme, and activist, author, and scholar Mary Frances Berry, chair of the U.S. Commission on Civil Rights, is the conference's keynote speaker.

More than 150 sessions and workshops will be offered and will focus on four areas: Ensuring Access, Supporting Student Success, Creating Inclusive Curricula and Pedagogies, and Building a Diverse Faculty and Staff. Special sessions are planned for department chairs and provosts, as well as for conferees interested in service-learning or educational technology.

Featured session speakers include Gail Mellow, president of Gloucester County College, and Toni M. Forsyth, executive director of the Center for the Study of Diversity in Teaching and Learning in Higher Education, Foothill-DeAnza Community College District, on supporting student success; and Bob H. Suzuki, president of California Polytechnic University-Pomona, on building a diverse faculty and staff.

Special events include the Tomás Rivera Lecture, presented by David Hayes-Bautista, professor of medicine and director of the Center for the Study of Latino Health at the University of California-Los Angeles School of Medicine, on Friday, March 31; AAHE's 30th Anniversary Gala at the J. Paul Getty Museum on Saturday, April 1; and Friday's Multicultural Celebration and Dinner, which will feature a diverse group of area students, artists, and community groups performing culturally significant orations, dances, and songs, including material written specifically for the event.

For a preview of AAHE's National Conference or to register online, see www.aahe.org. Register before February 23 to receive an early bird rate. Special discounts are also offered to teams of five or more from the same campus or organization.

For more information, contact the conferences and meetings department, 202/293-6440 (x793).

AAHE News

Assessment Conference Speakers Announced

An exciting, provocative slate of distinguished speakers will address the AAHE Assessment Conference 2000 on topics related to the theme "Rising Expectations: Can Assessment Deliver?" The speakers will share their insight into critical assessment issues, perhaps inducing you to think anew about the nature and purpose of your assessment endeavors. The conference will be held June 14–18 in Charlotte, North Carolina.

Klor de Alva

Mellow

In the opening keynote session, Jorge Klor de Alva, president of the University of Phoenix and a member of the AAHE Board of Directors, will be interviewed by another Board member, Gail Mellow, president of Gloucester County College. The University of Phoenix is taking an innovative approach to addressing rising expectations, particularly in the way it defines and assesses learning outcomes. Is this the future of American higher education?

The closing address will be delivered by Noel Entwistle, Bell Professor of Education at the Institute for the Study of Higher Education at the University of Edinburgh, Scotland, and a distinguished scholar of "deep learning." He will bring together research on student learning, how faculty think about the relationship between teaching and learning, and the influences of teaching, assessment, and the learning environment on the quality of learning outcomes.

Other highlights will include:

- How can we teach and assess *all* students — including students of color — as fairly as possible? James Anderson, vice provost for undergraduate affairs at North Carolina State University, will help you understand the learning styles of diverse student populations and implications for teaching and assessment.

- Have you thought that performance indicators are useful only as accountability measures? Victor Borden, director of information management and institutional research at Indiana University Purdue University Indianapolis, may change your mind. He will explain how to use performance indicators for strategic decision making.

- Is your institution getting ready for regional reaccreditation? Are you wondering how to meet accreditation expectations for assessment? Barbara Wright, professor of German at the University of Connecticut, member of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, and a past director of the AAHE Assessment Forum, will help you sort things out and decide where to focus your energies.

- Also, in a panel presentation, Jean MacGregor, codirector of the Washington Center for Improving the Quality of Undergraduate Education at Evergreen College; Vince Tinto, director of the Higher Education Program at Syracuse University; and Jerri Lindblad, professor of English at Frederick Community College, will share what they've discovered about assessing learning communities. Whether you want to learn about learning communities or assess any other innovative program, you should find their presentation informative and useful.

These are only a sample from what is quickly shaping up to be a program that will engage and inform both assessment newcomers and veterans. If you have any questions about the conference, contact Linda Suskie, director, AAHE Assessment Forum (x794), lsuskie@aahe.org; or Crystal Allen-Webb, senior project assistant (x768), cwebb@aahe.org.

Conference on Faculty Roles & Rewards

Shulman

You still have time to register for AAHE's eighth annual Conference on Faculty Roles & Rewards, February 3–6 in New Orleans. "*Scholarship Reconsidered* Reconsidered: Update and New Directions" is this year's theme. Last year's workshops and special events filled quickly so register now to assure availability. Avoid the inconvenience and

extra expense of onsite registration by sending in your form with payment before January 17, 2000.

The conference will open with keynoter Lee Shulman, president of The Carnegie Foundation for the Advancement of Teaching, addressing the impact of *Scholarship Reconsidered* and the challenges he sees for the future of the scholarly work of faculty.

The 2000 program includes more than 30 workshops and 100 sessions touching on a wide range of faculty-related topics.

Highlights include:

Damrosch

- David Damrosch, professor of English and comparative literature, Columbia University, on the scholarship of integration and synthesis.

Gignac

- A panel, including Judy Gignac, regent, Arizona Board of Regents, and Henry Cuellar, member, Texas House of Representatives, on "Post-Tenure Faculty Accountability: Shaping the Lines in the Sand."

Ramaley

- Judith Ramaley, president, University of Vermont, on the scholarship of engagement, particularly what it means for the whole university to place the needs of the community at the heart of its mission.

- Gary Krahenbuhl, dean, College of Liberal Arts & Sciences, Arizona State University, on individualizing prospective work plans of faculty and the evaluation on that work.

- A progress report on the status of The Carnegie Academy for the Scholarship of Teaching and Learning by Pat Hutchings, Carnegie Foundation for the Advancement of Teaching; and Barbara Cambridge, AAHE's Campus Program director.

Chait

- A panel on the Project on Faculty Appointments at Harvard University highlighting recent work on faculty personnel decisions. Panelists include Harvard's Richard Chait, Cathy Trower, and James Honan.

- Richard Edwards, senior vice chancellor, University of Nebraska-Lincoln, on engaging the academic department in the university reform agenda.

- Scott Cowen, president, Tulane University, addressing the tension between the collegial culture espoused by faculty and the expanding managerial culture in our institutions.

- Ronald Mason, executive director, National Center for Urban Community, on community-building initiatives in the United States and the role of faculty in the community-university alliance.

Clark

- A special pre-conference assembly, "Post-Tenure Review Considered," will emphasize the work of AAHE's New Pathways II project. Shirley Clark, vice chancellor for academic affairs, Oregon University System, is the keynote speaker. This is a ticketed event and requires separate registration.

For more information, contact Faren Laheeb (x770), project assistant, Forum on Faculty Roles & Rewards, aaheffrr@aahe.org.

Governance Leaders Summit Set

A National Summit Meeting of Faculty Governance Leaders will be convened Friday, February 4, in New Orleans in conjunction with AAHE's Conference on Faculty Roles & Rewards. The event is open to all conference attendees.

Sponsored by AAHE's National Network of Faculty Senates, the meeting will explore issues and pressures facing faculty senate leaders, including intrusions by political action organizations, new activist trends in trustees, and recent policy statements regarding the role of faculty in the governance of colleges and universities. Other topics include the formation of a national assembly of senate leaders, and the use of electronic communications to improve governance and policy development.

For more information, contact Faren Laheeb (x770), project assistant, Forum on Faculty Roles & Rewards, aaheffrr@aahe.org.

UUPP Profiles: CSU-Sacramento

This report on the Urban Universities Portfolio Project (UUPP) continues the series of profiles of project work at participating universities.

At California State University-Sacramento (CSUS), the institutional portfolio is organized around the university's strategic planning themes. In particular, the UUPP has spurred more focused development of the "Public Life of a Capital University" strategic theme, which has strong links to the UUPP objective of identifying and illuminating the central characteristics of urban public universities. The CSUS theme identifies goals and indicators of effectiveness for the university's civic contributions in such areas as human and social services, culture, economic development, and public policy.

The project has also provided an occasion for CSUS to develop core institutional learning outcomes for the baccalaureate degree, another strategic priority that will be a central focus of the portfolio. The university created an innovative process for defining its learning outcomes, surveying faculty across the campus as well as key external stakeholders. The approach helped ensure widespread campus support for the outcomes selected, as well as responsiveness to community educational needs.

A philosophy of inclusiveness has guided the overall development of the CSUS institutional portfolio. A representative group of key administrators and faculty members oversees the process, while the campus project director works closely with faculty governance groups, deans, and an array of relevant committees. The CSUS 1998–99 year-end project report credits this inclusive approach with providing legitimacy for the project on a campus with a strong sense of shared faculty governance. According to campus project director Jackie Donath, widespread campus buy-in has, in turn, enhanced the benefits of the project for the institution, unifying and deepening its efforts in several areas central to the university's educational mission and priorities.

Additional information on the UUPP, including contact information for CSUS participants, can be found on the project website at www.imir.iupui.edu/portfolio/.

Diversity Project Director Named

Carolyn Vasques Scalera has joined AAHE as the director of its Knight Project to promote the success of students of color in the disciplines.

Through the Knight Project, funded by the Knight Foundation, the Association will develop, publish, and distribute a series of useful, practice-oriented books that describe teaching and learning strategies to increase the achievement of students of color in introductory classes in several disciplines. The key question that the volumes will answer for faculty is, "How can we help motivated students of color succeed in our key courses?"

AAHE will collaborate with the appropriate disciplinary societies in developing and distributing the volumes.

Vasques Scalera recently completed her sociology doctorate at the University of Michigan. Her dissertation, "Democracy, Diversity, Dialogue: Education for Critical Multicultural Citizenship," concerned the theory and practice of preparing students "to participate meaningfully in diverse democratic living." Part of her dissertation research was an assessment of the effects of the Michigan Program on Intergroup Relations, Conflict, and Community, in which she has been a trainer.

Pew Funds Assessment Study

Marchese

The Pew Charitable Trusts have awarded an $81,000 contract to AAHE for vice president Ted Marchese to take a deeper look at why assessment takes root and adds value on some campuses but not others.

Marchese will conduct the study over the coming seven months in partnership with Cecilia López, associate director of the North Central Association, and with the help of AAHE Assessment Forum staff Linda Suskie and Crystal Allen-Webb.

The starting point for the inquiry will be López's recent examination of some 315 North Central self-studies and visiting-team reports, which showed that — 10 full years after North Central began to require the practice — only a small percentage of universities and colleges in the region had achieved fuller integration of assessment across a spectrum of programs and within planning and budgeting processes.

With the help of López, Marchese hopes to dig more deeply into the assessment story on 18 to 20 of these campuses, looking for characteristics associated with success or shortfall. In addition to the accreditation document trail, Marchese expects to interview in-depth parties from each campus.

Marchese will be half-time on the study. He remains executive editor of *Change* and will scale-down his vice presidential duties.

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

2000 National Conference on Higher Education

To Form a More Perfect Union...

Diversity & Learning

- Ensuring Access
- Supporting Student Success
- Creating Inclusive Curricula and Pedagogies
- Building a Diverse Faculty and Staff

March 29–April 2, 2000
Hilton Anaheim Hotel
Anaheim, California

"The changing student, the evolving educational environment, public policy debates, and shifting ground for affirmative action — all point to the urgency of this topic and this conference."

Richard Chait
Chair, AAHE Board of Directors, and Professor of Higher Education, Harvard University Graduate School of Education

Major Speakers

Mary Frances Berry

Norman Coombs

David Hayes-Bautista

Angela Oh

Claude Steele

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- Special Programming for Provosts
- Special Programming for Department Chairs
- A Series of Sessions on Diversity and Service-Learning
- A Series of Sessions on Access and Technology
- 35 Workshops
- Networking Opportunities
- Scholarships for Students
- Team Discounts
- And AAHE's 30th Anniversary Gala Dinner at the J. Paul Getty Museum

Register Early and Save! Early-Bird Rate ends February 23, 2000.

To receive the 24-page Conference Preview Booklet via fax, call 1-877-432-9803.
To access the information online go to: www.aahe.org/nche
Questions? Call AAHE's conference department at (202) 293-6440, ext. 793.

Taking Note

Presidential Leadership Awards Announced

Five strong liberal arts colleges and their presidents received an unexpected but welcomed surprise in December in the form of $150,000 discretionary grants from the 1999 John S. and James L. Knight Foundation Presidential Leadership program.

Recipients include Goshen College and its president, **Shirley H. Showalter**; Albion College and its president, **Peter T. Mitchell**; Gustavus Adolphus College and its president, **Axel Steuer**; Morehouse College and its president, **Walter E. Massey**; and Salem College and its president, **Julianne Still Thrift**.

The Knight Foundation's Presidential Leadership program recognizes the essential role private liberal arts colleges play in the American system of higher education as well as the importance of their leadership in assuring the quality of undergraduate teaching and learning. The grants provide distinctive opportunities for college presidents to exercise creative leadership aimed at strengthening their institutions for the future.

"These schools and their presidents are leading the way in defining values and practices in liberal arts education," said Hodding Carter III, Knight Foundation president and CEO.

The Presidential Leadership program awards up to five grants of $150,000 annually to colleges selected from among more than 150 Baccalaureate (Liberal Arts) Carnegie I institutions. While the grant intentionally goes to the school, use of the funds is left to the discretion of the college president with the caveat that the grant be used for the institution's long-term benefit. There is no application process; Knight Foundation initiates all Presidential Leadership grants without direct communication with the recipient schools.

Established in 1950, the John S. and James L. Knight Foundation makes national grants in journalism, education, and arts and culture. Its fourth program, community initiatives, is concentrated in 26 communities where the Knight brothers published newspapers, but the Foundation is wholly separate from and independent of those newspapers.

Members in Motion

Cynthia A. Davis has moved from assistant dean for communications, arts, and humanities to associate dean for academic affairs at the University of Maryland-University College. **Maureen O'Hara**, former executive vice-president and dean of faculty at Saybrook Graduate School, is the college's new president. **Joanne J. Tomblin** has replaced **Travis Kirkland** as president of Southern West Virginia Community and Technical College.

Mark D. Milliron has been named president and chief executive officer of the League for Innovation in the Community College. He replaces **Terry O'Banion**. **David R. Pierce**, president and chief executive officer of the American Association of Community Colleges, will retire in August. Effective June 30, **Allen P. Splete** will retire as president of the Council of Independent Colleges after serving for 14 years, the longest tenure of any CIC president. As of February 1, **Ted Sanders**, current president of Southern Illinois University, will become president of the Education Commission of the States.

At Massachusetts Bay Community College, **Donna Green** is the new associate vice-president for academic and institutional support. **Evelyn C. Lynch** is now provost and vice-president for academic affairs at East Stroudsburg University of Pennsylvania. The new president of San Diego Miramar College is **Patricia A. Keir.**

The new director of health-policy development at Wake Forest University School of Medicine is **Alvin J. Schexnider**. At Temple University, **Concetta M. Stewart** is now dean of the School of Communications and Theater. **Marjory A. Stewart**, at Massachusetts Bay Community College, is the new vice-president for academic affairs and dean of faculty. The new chair-elect of the American Medical Association's Section on Medical Schools is **W. Douglas Skelton**.

Ronald Mason, Jr. is the new president at Jackson State University. Effective July 1, **Jolene Koester** will be the new president of California State University-Northridge. **Rev. John P. Schlegel** has been appointed president of Creighton University. **Rev. Michael C. McFarland** will be the new president of College of the Holy Cross, effective July 2000.

Sabra S. Anderson will retire as dean of the College of Science and Engineering at the University of Minnesota at Duluth on June 30. **Gretchen Bataille** will be the new senior vice-president and vice-president for academic affairs at the University of North Carolina starting March 1. In July, **Herbert S. Chase** will start as deputy dean for education at Yale University's School of Medicine.

Toni-Marie Montgomery, beginning April 3, will be dean of the School of Fine Arts at the University of Kansas. **Margaret A. Huber**, president of College of Notre Dame, California, has resigned, effective in June. **Everett L. Frost**, president of Eastern New Mexico University, is the 2000 chair of the Western Interstate Commission for Higher Education.

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the present system (details are available on our website, www.carnegiefoundation.org). We are currently assessing feedback in response to those plans. This is an interim solution as we engage the challenging tasks we have set for the 2005 revision.

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leadership development programs, and other efforts designed to expand opportunities, especially for minorities and other people who historically have been left on the margin.

I'll also address America's changing demographics, and what it means to be working in a field that everyone agrees is the only place where an answer that makes sense resides — and that's in education.

HENDLEY: We certainly look forward to hearing your presentation. I thank you very much for your time.

OH: You're welcome. I'll see you in Anaheim.

CALENDAR

2000 Conference on Faculty Roles & Rewards. New Orleans, LA
February 3–6
■ Regular registration due January 17

2000 National Conference on Higher Education. Anaheim, CA
March 29–April 2
■ Early bird registration due February 23

2000 Assessment Conference. Charlotte, NC
June 14–18
■ Early bird registration due May 8

2000 Summer Academy. Snowbird, UT
July 19–23
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AAHE Bulletin

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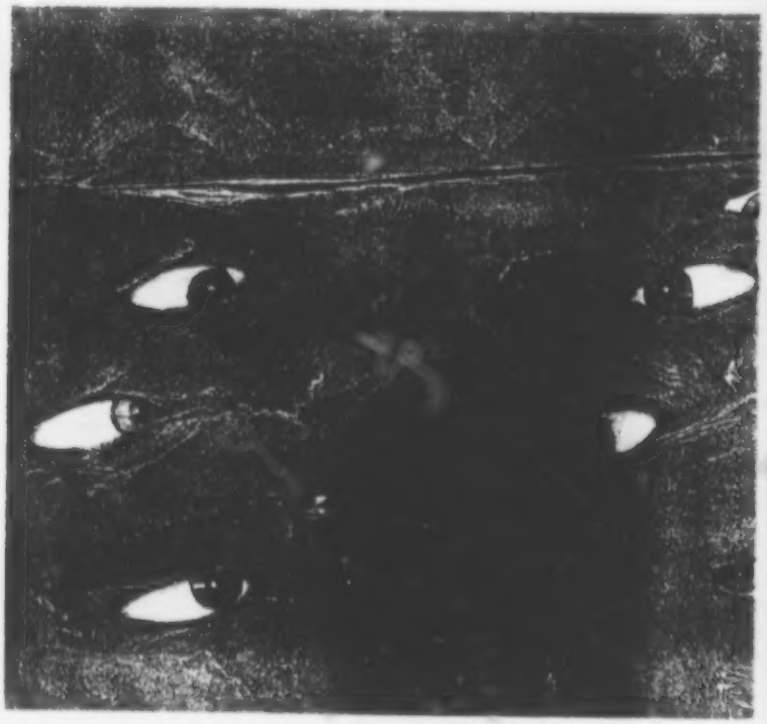
Confronting a Little-Known Threat to Black Students

How a climate of racial mistrust can undermine individual success

By Claude M. Steele



Remedial Education Efforts That Work

What community colleges must do to fix their programs for at-risk students

By John E. Roueche and Suanne D. Roueche

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- Taking Note

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"Stereotype Threat" and Black College Students

When capable black college students fail to perform as well as their white counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed.

By Claude M. Steele

This article is an excerpt from "Thin Ice: 'Stereotype Threat' and Black College Students," which appeared in the August 1999 issue of *The Atlantic Monthly*. See www.theatlantic.com/issues/99aug/9908stereotype.htm for the complete article.

Claude M. Steele will give the Saturday Plenary, April 1 at 3:30 p.m., at AAHE's 2000 National Conference on Higher Education in Anaheim, California. His speech will be "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance." See www.aahe.org/nche for more conference information.

The buildings had hardly changed in the 30 years since I'd been there. "There" was a small liberal-arts school quite near the college that I attended. In my student days I had visited it many times to see friends. This time I was there to give a speech about how racial and gender stereotypes, floating and abstract though they might seem, can affect concrete things like grades, test scores, and academic identity. My talk was received warmly, and the next morning I met with a small group of African American students. I have done this on many campuses. But this time, perhaps cued by the familiarity of the place, I had an experience of déjà vu. The students expressed a litany of complaints that could have come straight from the mouths of the black friends I had visited there 30 years earlier: the curriculum was too white, they heard too little black music, they were ignored in class, and too often they felt slighted by faculty members and other students. Despite the school's recruitment efforts, they were a small minority. The core of their social life was their own group. To relieve the dysphoria, they went home a lot on weekends.

I found myself giving them the same advice my father gave me when I was in college: lighten up on the politics, get the best education you can, and move on. But then I surprised myself by saying, "To do this you have to learn from people who part of yourself tells you are difficult to trust."

Over the past four decades African American college students have been more in the spotlight than any other American students. This is because they aren't just college students; they are a cutting edge in America's effort to integrate itself in the 35 years since the passage of the Civil Rights Act. These students have borne much of the burden for our national experiment in racial integration. And to a significant degree the success of the experiment will be determined by their success.

Nonetheless, throughout the 1990s the national college-dropout rate for African Americans has been 20 to 25 percent higher than that for whites. Among those who finish college, the grade-point average of black students is two thirds of a grade below that of whites.

Progress and Problems

A recent study by William Bowen and Derek Bok, reported in their book *The Shape of the River*, brings some happy news: Despite this underachievement in college, black students who attend the most selective schools in the country go on to do just as well in post-graduate programs and professional attainment as other students from those schools. This is a telling fact in support of affirmative action, since only these schools use affirmative action in admissions. Still, the underperformance of black undergraduates is an unsettling problem, one that may alter or hamper career development, especially among blacks not attending the most selective schools.

Attempts to explain the problem can sound like a debate about whether America is a good society, at least by the standard of racial fairness, and maybe even about whether racial integration is possible. It is an uncomfortably finger-pointing debate. Does the problem stem from something about black students themselves, such as poor motivation, a distracting peer culture, lack of family values, or — the unsettling suggestion of *The Bell Curve* — genes? Or does it stem from the conditions of blacks' lives: social and economic deprivation, a society that views blacks through the lens of diminishing stereotypes and low expectations, too much coddling, or too much neglect?

In recent years this debate has acquired a finer focus: the fate of middle-class black students. Americans have come to view the disadvantages associated with being black as disadvantages primarily of social and economic resources and opportunity. This assumption is often taken to imply that if you are black and come from a socioeconomically middle-class home, you no longer suffer a significant disadvantage of race. "Why should the son of a black physician be given an advantage in college admission over the son of a white delivery-truck driver?" This is a standard question in the controversy over affirmative action. And the assumption behind it is that surely in today's society the disadvantages of race are overcome when lower socioeconomic status is overcome.

But virtually all aspects of underperformance — lower standardized-test scores, lower college grades, lower graduation rates — persist among students from the African American middle class. This situation forces on us an uncomfortable recognition: that beyond class, something racial is depressing the academic performance of these students.

Campus Realities

Some time ago I and two colleagues, Joshua Aronson and Steven Spencer, tried to see the world from the standpoint of these students, concerning ourselves less with features of theirs that might explain their troubles than with features of the world they see. A story I was told recently depicts some of these. The storyteller was worried about his friend, a normally energetic black student who had broken up with his longtime girlfriend and had since learned that she, a Hispanic, was now dating a white student. This hit him hard. Not long after hearing about his girlfriend, he sat through an hour's discussion of *The Bell Curve* in his psychology class, during which the possible genetic inferiority of his race was openly considered. Then he overheard students at lunch arguing that affirmative action allowed in too many underqualified blacks. By his own account, this young man had experienced very little of what he thought of as racial discrimination on campus. Still, these were features of his world. Could they have a bearing on his academic life?

My colleagues and I have called such features "stereotype threat" — the threat of being viewed through the lens of a negative stereotype, or the fear of doing something that would inadvertently confirm that stereotype. Everyone experiences stereotype threat. We are all members of some group about which negative stereotypes exist, from white males and Methodists to women and the elderly. And in a situation where one of those stereotypes applies — a man talking to women about pay equity, for example, or an aging faculty member trying to remember a number sequence in the middle of a lecture — we know that we may be judged by it.

Like the young man in the story, we can feel mistrustful and apprehensive in such situations. For him, as for African American students generally, negative stereotypes apply in many situations, even personal ones. Why was that old roommate unfriendly to him? Did that young white woman who has been so nice to him in class not return his phone call because she's

afraid he'll ask her for a date? Is it because of his race or something else about him? He cannot know the answers, but neither can his rational self fully dismiss the questions. Together they raise a deeper question: Will his race be a boundary to his experience, to his emotions, to his relationships?

With time he may weary of the extra vigilance these situations require and of what the psychologists Jennifer Crocker and Brenda Major have called the "attributional ambiguity" of being on the receiving end of negative stereotypes. To reduce this stress he may learn to care less about the situations and activities that bring it about — to realign his self-regard so that it no longer depends on how he does in the situation. We have called this psychic adjustment "disidentification." Pain is lessened by ceasing to identify with the part of life in which the pain occurs. This withdrawal of psychic investment may be supported by other members of the stereotype-threatened group — even to the point of its becoming a group norm. But not caring can mean not being motivated. And this can have real costs. When stereotype threat affects school life, disidentification is a high price to pay for psychic comfort. Still, it is a price that groups contending with powerful negative stereotypes about their abilities — women in advanced math, African Americans in all academic areas — may too often pay.

Reassessing the Test-Score Gap

There is, of course, another explanation for why black college students haven't fared well on predominantly white campuses: They aren't prepared for the competition. This has become an assumption of those who oppose affirmative action in college admissions. Racial preference, the argument goes, brings black students onto campuses where they simply aren't prepared to compete.

The fact most often cited in support of the underpreparation explanation is the lower SAT scores of black students, which sometimes average 200 points below those of other students on the same campus. The test-score gap has become shorthand for black students' achievement problems. But the gap must be assessed cautiously.

First, black students have better skills than the gap suggests. Most of the gap exists because the proportion of blacks with very high SAT scores is smaller than the corresponding proportions of whites and Asians. Thus when each group's scores are averaged, the black average will be lower than the white and Asian averages. This would be true even if the same admissions cut-off score were used for each group — even if, for example, affirmative action were eliminated entirely. Why a smaller proportion of blacks have very high scores is, of course, a complex question with multiple answers, involving, among other things, the effects of race on educational access and experience as well as the processes dwelt on in this article. The point, though, is that blacks' test-score deficits are taken as a sign of underpreparation, whereas in fact virtually all black students on a given campus have tested skills within the same range as the tested skills of other students on the campus.

In any case, the skills and preparation measured by these tests also turn out not to be good determinants of college success. As the makers of the SAT themselves tell us, although this test is among the best of its kind, it measures only about 18 percent of the skills that influence first-year grades, and even less of what influences subsequent grades, graduation rates, and professional success.

Beyond the Numbers

Indulge a basketball analogy that my colleagues Jay Rosner and Lee Ross and I have developed. Suppose that you were obliged to select a basketball team on the basis of how many of 10 free throws a player makes. You'd regret having to select players on the basis of a single criterion. You'd know that free-throw shooting involves only a few of the skills that go into basketball — and, worse, you'd know that you'd never pick a Shaquille O'Neal.

You'd also wonder how to interpret a player's score. If he made 10 out of 10 or zero out of 10, you'd be fairly confident about making a judgment. But what about the kid who makes five, six, or seven? Middling scores like these could be influenced by many things other than underlying potential for free-throw shooting or basketball playing. How much practice was involved? Was the kid having a good or a bad day? Roughly the same is true, I suggest, for standardized-test scores. Are they inflated by middle-class advantages such as prep

courses, private schools, and tours of European cathedrals? Are they deflated by race-linked experiences such as social segregation and being consistently assigned to the lower tracks in school?

In sum, black college students are not as underprepared in academic skills as their group score deficit is taken to suggest. The deficit can appear large, but it is not likely to be the sole cause of the troubles they have once they get on campus.

Showing the insufficiency of one cause, of course, does not prove the sufficiency of another. My colleagues and I believed that our laboratory experiments had brought to light an overlooked cause of poor college performance among non-Asian minorities: the threat to social trust brought about by the stereotypes of the larger society. But to know the real-life importance of this threat would require testing in situ, in the buzz of everyday life.

Counteracting Stereotype Threat

To this end Steven Spencer, Richard Nisbett, Kent Harber, Mary Hummel, and I undertook a program aimed at incoming first-year students at the University of Michigan. Like virtually all other institutions of higher learning, Michigan had evidence of black students' underachievement. Our mission was clear: to see whether we could improve their achievement by focusing on their transition into college life.

We also wanted to see how little we could get away with — that is, to develop a program that would succeed broadly without special efforts. The program (which started in 1991 and is ongoing) created a racially integrated "living and learning" community in a 250-student wing of a large dormitory. It focused students on academic work (through weekly "challenge" workshops), provided an outlet for discussing the personal side of college life (through weekly rap sessions), and affirmed the students' abilities (through, for example, reminding them that their admission was a vote of confidence). The program lasted just one semester, although most students remained in the dormitory wing for the rest of their first year.

Still, it worked: It gave black students a significant academic jump-start. Those in the program (about 15 percent of the entering class) got better first-year grades than black students outside the program, even after controlling for differences between these groups in the skills with which they entered college. Equally important, the program greatly reduced underperformance: Black students in the program got first-year grades almost as high as those of white students in the general Michigan population who entered with comparable test scores. This result signaled the achievement of an academic climate nearly as favorable to black students as to white students. And it was achieved through a concert of simple things that enabled black students to feel racially secure.

One tactic that worked surprisingly well was the weekly rap sessions — black and white students talking to one another in an informal dormitory setting, over pizza, about the personal side of their new lives in college. Participation in these sessions reduced students' feelings of stereotype threat and improved grades. Why Perhaps when members of one racial group hear members of another racial group express the same concerns they have, the concerns seem less racial. Students may also learn that racial and gender stereotypes either are less at play than they might have feared or don't reflect the worst-feared prejudicial intent. Talking at a personal level across group lines can thus build trust in the larger campus community. The racial segregation besetting most college campuses can block this experience, allowing mistrust to build where cross-group communication would discourage it.

Our research bears a practical message: Even though the stereotypes held by the larger society may be difficult to change, it is possible to create niches in which negative stereotypes are not felt to apply. In specific classrooms, within specific programs, even in the climate of entire schools, it is possible to weaken a group's sense of being threatened by negative stereotypes, to allow its members a trust that would otherwise be difficult to sustain. Thus when schools try to decide how important black-white test-score gaps are in determining the fate of black students on their campuses, they should keep something in mind: For the greatest portion of black students — those with strong academic identities — the degree of racial trust they feel in their campus life, rather than a few ticks on a standardized test, may be the key to their success.

Claude M. Steele is the Lucie Stern Professor in the Social Sciences at Stanford University. His articles have appeared in *The New York Times* and *The American Prospect*.

Making Remedial Education Work

Community colleges still have a long way to go to meet the needs of at-risk students. Here are six recommendations to improve your college's programs.

By John E. Roueche and Suanne D. Roueche

John E. Roueche is a professor and director of the Community College Leadership Program at the University of Texas-Austin, where he holds the Sid W. Richardson Regents Chair in Community College Leadership.

Suanne D. Roueche is director of the National Institute for Staff and Organizational Development, and senior lecturer in the Department of Educational Administration, College of Education, the University of Texas-Austin.

Of the most serious challenges community colleges have faced, not one of the challenges has remained so controversial, has so divided community colleges ideologically, and has remained so resistant to change as has remedial education.

It is a tragedy that there has been so little progress toward establishing better systems of remedial education. It is mind-boggling that educational institutions have not joined together to prevent the serious threat that a large population of at-risk students presents to America's economic and social well-being. Even the appearance of broad-based resolve or strategy continues to be just out of reach of the academy, and the responses of individual colleges to the problems of remedial education remain loosely defined as to purpose and largely unexamined as to outcome.

It is not surprising that a heightened interest in the possibilities of success and the consequences of failure with at-risk students is driving unprecedented investigation into the way colleges embrace remedial education; it is surprising that it has taken so long to occur. It is clear that if community colleges do not better address remedial education, this country will suffer enormous consequences.

This article compiles current thinking and events, but we do not attempt closure here. Rather, we attempt a beginning by sharing our observations in order to inform and encourage, and by drawing from them some recommendations for future action. This is the bird's-eye view, which we wrote in 1993:

> Students are leaving high school no better prepared than they were in the mid-1960s. In fact, evidence indicates that despite higher grade-point averages, these students' skills and competencies are at the lowest levels in American history. Moreover, we are not talking only about literacy, or unprepared or underprepared students as viewed from their mastery or their attainment of cognitive skills; we are looking at a new generation of adult learners characterized by economic, social, personal, and academic insecurities. They are older adults, with family and other financial responsibilities that require part-time, or often full-time, jobs in addition to coursework requirements; they are first-generation learners with unclear notions of their college roles and their goals; they are members of minority and foreign-born groups; they have poor self-images and doubt their abilities to be successful; and they have limited world experiences that further narrow the perspectives they can bring to options in their lives.

Serving as a backdrop for these realities is the community colleges' "mission blur," which was created in part by the challenge of being all things to all people; of facing classroom climates that are negatively affected by inner-city decline and poverty and by single-parent adults with little time to improve their lives; of grappling with the public misconception that there are too few jobs rather than too few people trained to do them; and of gearing up for the public school dropouts who condemn future generations of children to poverty and undereducation and America to higher crime and lower productivity. Unfortunately, "these issues may only appear to be traveling parallel paths . . . [but] they will collide . . . on many fronts with such magnitude that viable repair cannot occur for decades." Since we wrote those words in 1993, our future has become our present.

Recommendations

Overarching recommendation: *Survey the landscape for proactive responses.* The remedial education landscape includes some extraordinarily successful structures; that is good news. Some community colleges have tackled the problems of academic unpreparedness for at least a decade and have documented their success thoroughly. They have made the tough decisions and committed themselves to seeing them through before outside forces compelled them to do so. They had a clear vision of the need to identify goals — a vision that at the time must have appeared lofty, but that put them on a path to good progress — and to evaluate their progress critically and judiciously. The community colleges are the first to acknowledge that the tasks of agreement and implementation were not easy, but that the rewards are worth the effort. The successes they have achieved with academically at-risk students may be as exciting for these colleges as discovering that they are in far better positions to respond to current questions and criticisms of community colleges' performance with all students.

By stepping up to the task of responding to the challenges that at-risk populations bring and achieving some success, these colleges have married goals that critics argue are mutually exclusive — the goals of access and excellence. Kay McClenney, vice president of the Education Commission of the States, argues in her 1998 paper "Community Colleges Perched at the Millennium: Perspectives on Innovation, Transformation, and Tomorrow" in *Leadership Abstracts*, that the will to achieve any transformation, or change, is critical to success:

> For more than a decade I have been watching the transformational process in one particular community college — at the Community College of Denver. I have watched while, with tight resources, CCD's people have doubled enrollment, while also dramatically increasing student diversity and student outcomes, defining methods of assessing and documenting student learning, and most incredibly, virtually eliminating the achievement gap between minority and non-minority students. It did take 10 years of work. But the first thing it took was deciding to do it.

Some might be surprised that efforts to succeed with at-risk students could so dramatically change the entire institution, that everyone stands to profit by efforts to meet the needs of those most in need of instruction and support. We contend that, considering what we know today about improving students' academic performance, this outcome should not be surprising at all.

There is so much more to learn about what and how success has been achieved with at-risk students. The programs described in this article provide some flavor of the excellent places at which to begin a search. From this "good news" observation, we make these recommendations to community colleges:

Recommendation 1: *Examine the essential characteristics and components of other institutions' successful remedial courses and programs, not necessarily in the interest of adopting their strategies, but perhaps of adapting them.* No plans are as appealing to implement or as successful as those that carry the "made here" stamp; however, there are no reasons good enough and no time to reinvent the wheel.

Recommendation 2: *Employ a more collaborative effort to learn from each other.* There is no reason to hang, separately or together. Over the past few years, researchers have identified colleges with successful remedial programs or program components. We believe that there are other successes that will remain unknown because college leaders and remediation professionals either do not disseminate information or do not disseminate it widely and effectively.

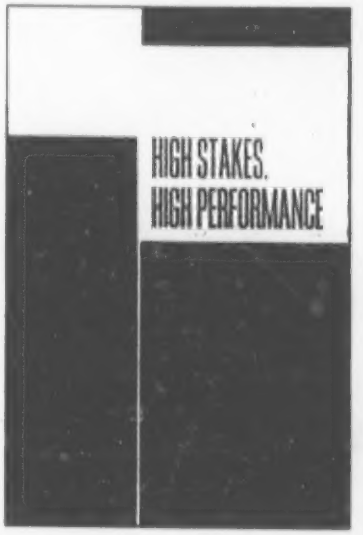
Recommendation 3: *Ask the questions about your own performance that are being asked about others', and take action.* For example, an institution might study the core performance indicators in South Carolina and Colorado; their history of study, development, implementation, and revision makes them excellent documents with which to begin developing criteria for measuring program effectiveness. Colleges should collect data about goal achievement; most colleges do not understand, or fail to make, the critical links between goal and expected outcomes in identifying the appropriate data to be collected. Every community college should consider how well its program measures up against the criteria other colleges use to measure and report their performance. No college should ignore questions that policymakers, media, and community members ask about its performance, whether national or local. Flash points know no physical boundaries, and news travels fast.

Recommendation 4: *Provide a holistic approach to programs for at-risk students.* If colleges are totally committed to being successful with at-risk students, they must be prepared to think holistically. At-risk students come to college with such diverse needs that stand-alone services or classes — no matter how successful in helping at-risk students — will not achieve a college's larger goal of retaining these students and helping them achieve their own goals of improved performance and academic success. A successful learning lab, a strong reading program, or an excellent mathematics program, if offered as a stand-alone instructional service or class, falls far short of the broader institutional commitment that colleges must make.

Recommendation 5: *Abolish voluntary placement in remedial courses.* Voluntary placement in remedial courses when assessment data indicate that basic skill instruction is critical to a student's successful future performance is a major shortcoming in what otherwise may be well-planned programs. Colleges that value assessment need to ask themselves why they make so much effort to assess students' academic skills — in fact, making assessment mandatory — and then leave the decision to enroll in remedial courses in the hands of the unprepared students.

Recommendation 6: *Create a more seamless web.* Critics who point to remedial education in college as evidence of a dysfunctional public education system are also quick to criticize higher education's refusal to challenge the educational system's poor performance. Placing blame requires too much time and energy, and it should be put aside in the interest of using time more wisely. A plan for improving student performance, developed and implemented by colleges in partnership with public schools, elementary through high school, has the greatest potential for achieving college readiness for first-time students.

Conclusions

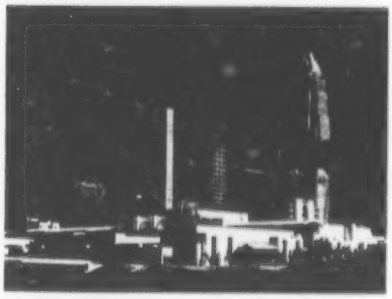


Mark Twain observed that a good boat captain does not know just one spot in the water well; he knows the shape of the river. Our 20/20 hindsight tells us that most community colleges have wasted their "honeymoon" years with remedial education. They had the luxury of time to "learn the river" — that is, to resolve their differences and clarify their ideologies about remedial education as a major curriculum effort, to establish remedial education policies and programs, to experiment with their own strategies and adapt the most successful strategies of others, and to learn how best to evaluate their performance with at-risk students.

Institutions probably did not recognize that they were in this phase, because they were facing many other serious challenges. But current events should be creating a sense of urgency unlike any that community colleges have felt before. Unfortunately, colleges no longer have the luxury of planning a measured response. They are compelled to learn the river's shape by studying the experiences of captains who have ventured farther ahead on the river.

This article is an excerpt from *High Stakes, High Performance: Making Remedial Education Work*, by John E. Roueche and Suanne D. Roueche. To order, contact the Community College Press, 800/250-6557; email: aaccpub@pmds.com; or see www.aacc.nche.edu/bookstore.

AAHE News



Charlotte skyline

Start Your Summer in Charlotte at AAHE's Assessment Conference

Rising Expectations for Assessment: Can We Deliver?, the AAHE Assessment Conference 2000, will be held at the Charlotte (North Carolina) Convention Center, June 14–18. If you've never been to "The Queen City," named for the wife of England's King George III, or if you haven't visited recently, you may be in for a surprise. Charlotte has grown into the second largest city in the South and the second largest financial center in the country.

A booming, modern metropolis with a bustling downtown and imposing skyline, Charlotte is clean and quiet, beautiful, safe, and exceptionally friendly. Devoted to the arts and entertainment, Charlotte is home to fascinating museums, carefully restored historic districts, and a thriving nightlife. Highlights include the following:

Discovery Place

- The Blumenthal Performing Arts Center will present the musical *Buddy: The Buddy Holly Story* June 13–18.
- Discovery Place is a hands-on science and technology museum that includes an IMAX theater, a planetarium, an aquarium, and a tropical rain forest.
- The Mint Museum of Art, one of the South's leading museums, features American and European art and is renowned for its porcelain and pottery collection.
- The Afro-American Cultural Center and the Botanical Gardens at the University of North Carolina-Charlotte are other must-sees.
- Take the family to Paramount's Carowinds amusement park to enjoy seven roller coasters and the water park.
- Lowe's Motor Speedway has one of the best tracks on the NASCAR circuit.
- Or chill out to your choice of blues, swing, alternative, country, or quiet piano music in the South End, where restaurants and nightlife beckon.

Lowe's Motor Speedway at Charlotte

Paramount's Carowinds

Whatever you like to eat, you'll find it in Charlotte, whose fine restaurants offer cuisine from around the world. You'll also find the fried chicken, biscuits, ham, and grits that the South is famous for. And don't leave Charlotte without trying Carolina barbecue, which features a tomato-free, vinegar-based sauce punched up with mustard. One taste and you'll be hooked!

June is the perfect time to visit Charlotte, when everything is blooming and the temperatures are just right, with highs in

Charlotte Convention Center

Hezekiah Alexander homesite

Mint Museum

the low 80s. Plan to take a few extra days to explore all that North Carolina has to offer. Visit Asheville, home of the Vanderbilt's Biltmore Estate, the largest private home in America; Gatlinburg, gateway to the Smoky Mountains; Chapel Hill, home of the University of North Carolina; picturesque Wilmington and its famous Outer Banks beaches; and Mount Airy, the inspiration for Andy Griffith's Mayberry.

Go white water rafting, hike the nature preserves and parks that ring Charlotte, visit famed furniture makers in the Hickory/High Point area, or try your luck at a ruby mine.

The Assessment Conference preview with registration materials will be mailed in late February. For more information on the Assessment Conference 2000, see AAHE's website or contact Linda Suskie, Assessment Forum director (x794), lsuskie@aahe.org; or Crystal Allen-Webb, senior project assistant, (x768), cwebb@aahe.org. See you in Charlotte in June!

Blumenthal Performing Arts Center

Photos Courtesy Charlotte Convention Bureau

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION
WASHINGTON, D.C.

ASSESSMENT DIRECTOR

The American Association for Higher Education invites nominations and applications for leadership of its assessment initiatives. This faculty member or administrator will have conceptual and practical knowledge of a range of assessment and evaluation issues, be intellectually engaged in issues of learning and assessment, ideally bring campus experience with assessment practice, and be poised for work on the national level. A person with innovative ideas, high energy, and a collaborative way of working will find this position most rewarding.

This person will lead AAHE's current assessment efforts—its national conference, publications, and web presence—and guide AAHE in new directions. New programming may involve assessment's centrality in other AAHE lines of work; the impact of testing and other forms of entry assessment on equitable access; the relationship of assessment to accreditation and accountability issues; the use of assessment in strategic planning, curriculum development, and budgeting; and assessment as an element of learning. The person in this position will contribute significantly to AAHE's next steps in the area of assessment and evaluation. AAHE is an equal-opportunity employer and particularly welcomes applications from people of color.

To apply, mail or fax a letter of three pages or less, a relevant work sample, and a resume including references to:

John O'Connor
Chairperson, Assessment Search Committee
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036-1110
(202) 293-0073, fax

Primary consideration will be given to applications received by February 28, 2000. The position begins August 1, 2000. The position assumes full-time presence at AAHE. Salary is competitive as appropriate to the candidate's credentials.

AAHE Board Election Slate Announced

This spring, AAHE members will elect by mail ballot four new members of AAHE's Board of Directors — a vice chair and three regular members. Each will serve a four-year term, the vice chair moving from that position to chair-elect, then chair, then past chair. In even years, according to the AAHE Constitution, one position is reserved for a student or new professional.

The nominating committee — past chair Dolores Cross and Board members Mildred Garcia, Audrey Harrigan, and Leo Lambert — and AAHE President Peg Miller spent part of December "meeting" by phone and following up on many suggestions. They are pleased to offer the following slate:

Vice Chair (four-year term on the executive committee; chair in 2002–2003)

- Nancy Cantor, provost and executive vice president for academic affairs, University of Michigan
- Carlos Hernandez, president, New Jersey City University
- David Potter, president, Delta State University

Board Position #1

- Estela Lopez, provost, Northeastern Illinois University
- Lee Pelton, president, Williamette University
- Paul Yu, president, State University of New York-Brockport

Board Position #2

- John Tippeconnic III, professor of education and director of the American Indian Leadership Program, Pennsylvania State University
- Frank Wilbur, associate vice president, Syracuse University
- Roselle Wilson, higher-education consultant

Board Position #3

- Anthony Lising Antonio, assistant professor of education, Stanford University
- Adrianna Kezar, director, ERIC Clearinghouse on Higher Education and assistant professor of education, George Washington University
- Robert Reich, assistant professor of political science, Stanford University

AAHE bylaws stipulate that additional candidates may be nominated by petition. Petitions must be submitted at the upcoming National Conference (March 29–April 2 in Anaheim, California) at conference headquarters (in the Hilton Anaheim Hotel) by *midnight March 30*. For more information on petition requirements, contact Lacey Hawthorne, executive assistant to the president (x767), lhawthorne@ aahe.org.

2000 Summer Academy Application Deadline Nears

April 7 is the deadline to submit applications for AAHE's fifth annual Summer Academy, July 19–23 in Snowbird, Utah. The Summer Academy is a team-based, project-focused event, with enrollment limited to 300 participants (35 to 45 teams). The format engages teams in dialogue, reflection, dedicated team project time, and action planning. The 2000 Summer Academy will be offered in collaboration with the American Council on Education.

The purpose of the Summer Academy is to facilitate and deepen learning about student-centeredness within and across campus teams — through plenary sessions, workshops, team sharing, and sessions with AAHE senior staff and ACE staff leading ACE's Project on Leadership and Institutional Transformation. Teams complete daily assignments that culminate in a project draft, team results, and an action plan.

In essence, campus teams arrive with a specific project of strategic importance to their institution, and leave having made significant progress and plans for their project's success. Last year's Summer Academy projects ranged from the creation of a support mechanism for underprepared students to articulation of learning goals and curriculum for a new Honors Program to the exploration of learning communities for the campus.

General information is available on AAHE's website. For additional information, contact Teresa Antonucci, program manager (x783), tantonucci@aahe.org.

Colloquium on Campus Conversations

Anyone interested in the scholarship of teaching and learning is invited to the Colloquium on Campus Conversations March 29–30 in Anaheim, California. The Colloquium features Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching; Carnegie Scholars in disciplines as diverse as chemistry and musical performance; scholarly societies committed to a range of scholarly work; and campuses with a wide range of strategies for fostering the scholarship of teaching and learning.

A special treat at the Colloquium dinner on March 29 will be a roving dessert and poster session. You can sample a variety of goodies while learning from an array of colleagues about their individual and campus projects centered on the scholarship of teaching and learning.

Register for the Colloquium on the registration form for the AAHE National Conference on Higher Education. The separate Colloquium fee is $195, which covers all its sessions, materials, coffee breaks, a March 30 continental breakfast, and the March 29 dinner. For more information, contact Teresa Antonucci, program manager (x783), tantonucci@aahe.org.

Seeking Examples of Electronic Portfolio Uses

AAHE is seeking examples of electronic portfolio use. Do your students create electronic portfolios in their majors, in capstone courses, throughout their undergraduate career? Do you or your colleagues do digitalized course or teaching portfolios? Does your institution have an online portfolio to represent its work?

If you have an examples of electronic portfolio use, please contact:

- Kathleen Yancey (student portfolios), kyancey@clemson.edu
- Daniel Tompkins (faculty portfolios), pericles@ astro.temple.edu
- Susan Kahn (institutional portfolios), skahn@iupui.edu.

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION
WASHINGTON, D.C.

PRESIDENT

The Board of Directors of the American Association for Higher Education (AAHE), through its designated Search Committee, seeks nominations and expressions of interest for the position of President.

AAHE seeks an individual who has demonstrated the vision and courage to address critical and often groundbreaking issues in higher education. The President must be an individual with the values, capacities, and interpersonal skills to work with a heterogeneous membership of diverse backgrounds from all positions and sectors and to lead and inspire a 25-person staff.

The President must provide the intellectual leadership and possess the administrative and fund-raising expertise to support and strengthen the organization.

AAHE is an individual membership organization of 9,200 faculty members, administrators, students, trustees, and others, that is committed to being the early champion of new concepts and breakthrough ideas dedicated to enhancing the effectiveness of American higher education. AAHE strives to set a national agenda for emerging issues in higher education, with a particular focus on improving undergraduate education. In April 1999, the Board of Directors adopted the "AAHE Statement on Diversity" and has taken an active role in promoting issues related to diversity within all institutions of higher education. Other current initiatives focus on improvements in teaching and learning, faculty roles and rewards, quality and technology initiatives, student outcomes assessment, and service-learning. AAHE sponsors an annual conference and several special focus conferences, as well as an extensive set of publications, including *Change* magazine. In addition, the association has a number of voluntary communities and caucuses that contribute to the life of the organization. The annual operating budget of approximately $4 million is generated from grants, dues, registration fees, publications, and investments.

The search will continue until the position is filled, with an expected appointment date of July 2000. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

President
American Association for Higher Education
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road, Nantucket, MA 02554-6000

Educational Management Network/a division of Witt/Kieffer is supporting AAHE with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske or Nancy Martin via e-mail at aahe@emnemn.com. Additional information about AAHE is available at the organization's Web site, http://www.aahe.org.

AAHE is an equal opportunity, affirmative action employer and actively solicits applications by and nominations of women and minority candidates.

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

2000 National Conference on Higher Education

To Form a More Perfect Union...

Diversity & Learning

- Ensuring Access
- Supporting Student Success
- Creating Inclusive Curricula and Pedagogies
- Building a Diverse Faculty and Staff

March 29–April 2, 2000
Hilton Anaheim Hotel
Anaheim, California

"The changing student, the evolving educational environment, public policy debates, and shifting ground for affirmative action — all point to the urgency of this topic and this conference."

Richard Chait
Chair, AAHE Board of Directors, and Professor of Higher Education, Harvard University Graduate School of Education

Major Speakers

Mary Frances Berry

Norman Coombs

David Hayes-Bautista

Angela Oh

Claude Steele

In addition to 100+ plenary and concurrent sessions, the National Conference features:

- **Special Programming for Provosts**
- **Special Programming for Department Chairs**
- **A Series of Sessions on Diversity and Service-Learning**
- **A Series of Sessions on Access and Technology**
- **35 Workshops**
- **Networking Opportunities**
- **Scholarships for Students**
- **Team Discounts**
- **And AAHE's 30th Anniversary Gala Dinner at the J. Paul Getty Museum**

Register Early and Save! Early-Bird Rate ends February 23, 2000.

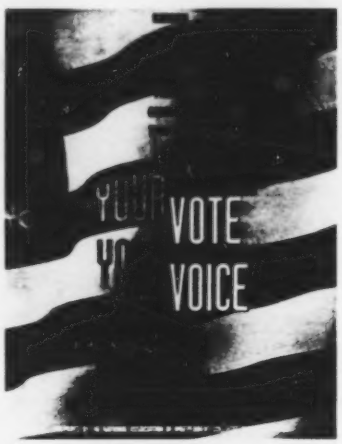
To receive the 24-page Conference Preview Booklet via fax, call 1-877-432-9803.
To access the information online go to: www.aahe.org/nche
Questions? Call AAHE's conference department at (202) 293-6440, ext. 793.

Taking Note

Editor's note: This section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.

Campus Voter Registration Project Launched

A consortium of 49 higher education associations recently launched the National Campus Voter Registration Project, a nationwide, year-long voter registration and participation project to encourage and support campus-based activities at colleges and universities. The project will promote voter awareness, civic involvement, and student participation in the electoral process.



The cooperative effort will reach out to all public and private college presidents and, through them, the institutions' faculty, staff, and students in encouraging campus communities to discuss and debate the issues and the candidates as the 2000 presidential campaign unfolds. A handbook for organizing campus voter registration activities, prepared by the National Association of Independent Colleges and Universities, was mailed to all college presidents in early January. For more information, contact NAICU at 202/785-8866, or see www.naicu.edu.

Voter education and registration activities historically have been important undertakings of the nation's colleges and universities, especially since 1972, when the voting age was lowered to 18. Now, however, an amendment to the 1998 Higher Education Act requires that all postsecondary institutions make a good-faith effort to distribute voter registration forms to each of their students prior to their state's voter registration deadline for all federal and gubernatorial elections.

Graduate Student Survey Seeks Participants

The National Association of Graduate-Professional Students is conducting an online survey of current and recent doctoral students on their graduate school experiences. The survey, funded by a grant from the Alfred P. Sloan Foundation, is available at survey.nagps.org. The site will be available through May, and results will be posted in September.

The survey is based on best practices and covers issues in a number of areas, including information for prospective students, curriculum breadth and flexibility, career guidance and placement services, faculty mentoring, time to degree, department climate, teaching, professionalism, and overall satisfaction.

This effort is a follow-up to a more limited survey conducted in 1999, which surveyed science and engineering doctoral students. The aggregate results from that survey are available at www.phds.org/survey/results/.

Members in Motion

New presidents recently appointed include **Daniel D. Angel** at Marshall University; **Martha Ellis** at Texas State Technical College-Waco; **David Harpool** at Kendall College; **Helen Heineman** at Framington State College; **Patricia Keir** at San Diego Miramar College; **E. Timothy Lightfield** at Horry-Georgetown Technical College; **Norman P. Madsen** at Bacone College; **James S. Netherton** at Carson-Newman College; **Angie Stokes Runnels** at St. Phillip's College; and **Robert Smallfoot** at Kilian Community College.

In July, **George Campbell, Jr.** will replace **John Jay Iselin** as president of The Cooper Union for the Advancement of Science and Art; and also in July, **Jacqueline Powers Doud** will become president of Mount St. Mary's College. The Rev. **George F. Lundy** will become president of Wheeling Jesuit University this summer.

Also, **Beverly P. Lynch** has been appointed interim president of the Center for Research Libraries (Chicago). **W. Christian Sizemore** will move from president to chancellor of William Jewell College, effective upon selection of his successor. And **William J. Campion** is no longer president of El Paso Community College.

New chancellors include **Walter J. Packard** for the Kern Community College District; **Martha W. Gilliland** for the University of Missouri-Kansas City; and **Jerome Hunter** for the North Orange County Community College District. **David L. Graf** is the new executive director of technology at the Fischler Graduate School of Education and Human Services at Nova Southeastern University. **Stanley H. Carpenter** has replaced **Carrol Krause** as executive director of the Nebraska State College System.

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Effective March 28, **Dan L. Jones** will become interim provost of Towson University. He replaces **John D. Haeger**, who will become provost at Northern Arizona University on June 1.

Peter J. Alfonso is the new associate provost for research at the University of North Carolina-Greensboro. **John M. Anderson** has been appointed vice president for academic affairs at the SUNY's College of Technology-Alfred. **Laslo Boyd** is the new vice-president for governmental relations at the University of Maryland-University College.

Sharon A. Brown is now director of multicultural affairs at Moravian College. The **Rev. Dennis H. Holtschneider** is now executive vice president and chief operating officer at Niagara University. **Stuart G. Lang** is the new vice president for institutional advancement at Lewis University. **Nance Lucas** is now the director of the Academy of Leadership at the University of Maryland-College Park.

Michael Whyte has been appointed associate provost of Azusa Pacific University. **Raul Cardoza** is the new executive director of the Western Region of the College Board.

Deborah Carter Wilds is now a program officer for the Bill and Melinda Gates Foundation, where she will work with the Gates Millennium Scholars Program and several other scholarship programs for low-income and minority students.

CALENDAR

2000 National Conference on Higher Education.
Anaheim, CA
March 29–April 2

■ Early bird registration due February 23

2000 Assessment Conference.
Charlotte, NC
June 14–18

■ Early bird registration due May 8

2000 Summer Academy.
Snowbird, UT
July 19–23

■ Applications due April 7

☐ **Yes! I want to become a member of AAHE.**
As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more!
Mail/fax to: AAHE, P.O. Box 98168, Washington, DC 20090-8168; fax 202/293-0073.

AAHE Membership *(choose one) (add $20/yr outside the U.S.):*
Regular: ☐ 1 yr, $115 ☐ 2 yrs, $210 ☐ 3 yrs, $305 Retired: ☐ 1 yr, $60 Student: ☐ 1 yr, $55

AAHE Caucuses/Networks *(all are open to all members; choose same number of years as above)*
Amer. Indian/Alaska Native Caucus: ___ yrs @ $10/yr
Asian and Pacific Caucus: ___ yrs @ $15/yr
Black Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's Caucus: ___ yrs @ $10/yr
Community College Network: ___ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community: ___ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ☐ M ☐ F

Position: _____
(if faculty, include discipline)

Institution/Organization _____

Address ☐ home ☐ work _____

_____

City/State/Zip _____

Day phone _____ Evening phone _____

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☐ Bill me. ☐ Check is enclosed (payment in U.S. funds only). ☐ VISA ☐ MasterCard ☐ AmEx

Card number _____ Expiration date _____

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02/00 Rates expire 6/30/00

Moving? Clip the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

A Publication of the
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Reflections on 30 Years of Higher Education

Results of an AAHE Member Opinion Survey

By Vicky Hendley

Nurturing an "Engaged University"

One President's Quest

By Judith Ramaley

Also in this Issue:

- **Summer Academy Applications Due April 7**
- **AAHE News**
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AAHE
AMERICAN ASSOCIATION
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AAHE*Bulletin*
Vol. 52, No. 7 / March 2000

Editor: Vicky Hendley

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30 Years of Higher Education

Members reflect on how far education has come and how far it still must go to provide every student with the best learning experience possible.

By Vicky Hendley

As AAHE celebrates its 30th year, AAHE Bulletin *asked the members to comment on the important changes in higher education over the last three decades.*

Access and diversity, technology, and assessment are the most important changes in higher education, according to AAHE members who responded to a recent email survey. And those issues will continue to play key roles in the future. But what may (or may not) be surprising is that those same changes are also seen as higher education's biggest challenges.

Members' responses paint an interesting picture of the past, present, and future of American higher education. Educators are proud of the decades' successes, aware of the problems still to be faced and overcome, and, for the most part, hopeful about the continuing improvement and success of their profession. Following is a sample of their thoughts, ranked by number of responses and listed in descending order.

1. Access and Diversity

More than 70 percent of respondents mentioned improved access or more diverse campuses as the past decades' most profound higher education change.

The "democratization of higher education" is how Linda Anstendig, associate professor of literature/communications at Pace University, describes successful efforts to bring more minority students to college campuses. "The enriching diversity and different legacies that today's college students bring to the campus and the college has expanded our worlds and appreciation for different cultures and ethnicities," she explains.

The "democratization of education" is also how Gary Kiger, head of the Department of Sociology, Social Work, and Anthropology at Utah State University, describes successful diversity efforts. "A college and university education has become more available to a diverse group of students through financial assistance, affirmative action, employer expectations for educational credentials, and so forth," he explains.

Increased participation by African-American students was particularly noted. A. Jerome Jewler, professor of mass communications at the University of South Carolina, began teaching in 1972 and remembers a very different campus from the one he teaches on today. "The African-American students we had in the early 70s . . . weren't ready for college. How could they be? Many had attended substandard schools and were admitted to the university, I think, because that was what we did then. Today, our African-American students, by and large, tend to be overachievers, perhaps to compensate for what they perceive as how white people stereotypically label them as underachievers."

While educators agree that colleges have done much to attract more minority students, many are very troubled by what happens when those students arrive. "The unhappy paradox of increasing

minority access and decreasing minority degree completion" is a real problem, explains Clifford Adelman, senior research analyst at the U.S. Department of Education. He is also worried about "the gimmicks to increase racial/ethnic diversity by formulas instead of the hard work of precollegiate outreach programs and the provision of opportunity-to-learn to disadvantaged students."

Bob Hughes, dean of instruction for transfer programs at Highline Community College, agrees that stepped-up recruiting and admission efforts are not enough. "Colleges and universities have not adapted to the changing student population or the changes in work over the past 30 years. Instead of adopting policies and practices that address the underprepared students who are entering higher education, schools have for the most part retained pedagogical and curricular practices that worked for the highly selective and stratified colleges and universities of past generations."

Kay Hegler, professor of education and assessment officer at Doane College, agrees that there is still a long way to go. "Higher education has moved slowly in areas of equity: We have been slow to ensure equity in opportunities and outcomes for all students, especially those in minority races," she explains.

Efforts to ensure a diverse faculty also are far from complete, she says. "For many institutions, faculty and administrators of color are recruited only when the issue is forced by national accreditation agencies. Many institutions are unwilling to meet the salary level to retain faculty and administrators of color," Hegler explains.

Join the Debate

A randomly selected group of AAHE members were asked the following questions:

1. What have been the most important changes in higher education over the last 30 years?
2. What changes do you least like?
3. What do you expect to be the most significant changes in the next 30 years?

What do you think? Email your answers to bulletin@aahe.org.

Responses will be posted on the *Bulletin*'s website, www.aahe.org/bulletin.htm. (Responses may be edited, and no anonymous responses will be posted.)

2. Technology and Distance Education

Love it or hate it, educators concur that technology has had a major impact on higher education, and that adopting the new tools is mandatory.

"Technology has had, and will continue to have, a real effect on many aspects of higher education both in terms of how we do research and teach and on the student experience," explains Judy Patton, University Studies Program director at Portland State University. "Technological advances continue to amaze me, and their impact on my life and work is considerable. I enjoy the computer and what it allows me to do more easily, quickly, and professionally. I enjoy using it in teaching and helping students use it. It has aided me in my research and made it much easier to find and access information, both in terms of people and of recorded and visual information."

Karen M. Kedrowski, director of the Office of Effective Teaching at Winthrop University, doesn't see herself as an "early adopter" when it comes to technology, but nonetheless, she's enjoying the benefits. "While I am something of a Luddite, I do use new technologies, and some of them are very valuable in the classroom and for research. I find email is very valuable. Posting handouts on the course webpage is a great time-saver. Web-based reserves are wonderful. For research, I can get my hands on documents that I could not hope to have easy access to at a small, regional university with a limited library budget."

But educators are concerned by what President Clinton has called "The Digital Divide." Doreen Lasiewski, director of instructional development at New England Institute of Technology, reports a gap between "the 'haves' and 'have nots'" — precollege students with home and school access to computers and their non-"wired" peers. That gap, she says, "appears to be widening and creating an obstacle in the preparation, admittance, and success of achieving a post-secondary education."

And Mary McMullen-Light, Writing Across the Curriculum coordinator at Longview Community College, has another concern — "The seduction of academia" by the glamour of technology. "The meteoric rise in the status of technology within academic culture is, I'm guessing, unprecedented. No other teaching tool I'm aware of has gotten near the P.R. nor escaped the rigorous scrutiny that traditionally fuels academic

research. It seems to have been embraced as a quick-fix to complex problems and with little scholarly research supporting its grandiose claims."

Technology has allowed for the expansion of distance education, which gives some educators pause. Paul Sorrels, vice president for academic affairs at Bluefield College, for example, is troubled by the rise of "for profit" emphasis both in new schools and in our established colleges. "Adults need help completing their degrees, and alternative formats and processes are needed," he agrees. "However, many schools are 'cheapening' their product (degree) in order to 'capture' new enrollment, thus more funds!"

Keiko Pitter, chief technology officer at Whitman College, adds this last thought: "I understand the need for 'just-in-time delivery' of education, but I think it's sad that education has became a thing of convenience rather than the process of learning and developing one's intellectual self."

3. Assessment

While many respondents welcome a continued emphasis on assessment practices, citing assessment as a valuable barometer of teaching efforts, some see the assessment and accountability movement as an unnecessary increase of government intrusion.

Assessment advocates such as Portland State's Patton report many benefits from the recent emphasis on assessment. "The outside pressure for increased accountability has led to a new awareness and focus on teaching and learning at the university," she explains. "We are still in the process of restructuring the academy to take this into consideration."

Others give assessment efforts mixed marks. "Greater accountability to the public, governing boards, and accrediting agencies . . . has been both good and bad," reports Maurice Baker, professor of agricultural economics at the University of Nebraska, "It probably has caused closer examination on the part of faculty of their responsibilities and hopefully improvement of the educational process as a result. At the same time, some regulations placed on institutions have been for political correctness and not necessarily for improved educational reasons. . . . While our measurement aspirations have not yet been matched by implemented measures, the focus on accomplishments has driven, and will continue to drive, enhanced learning."

And a few are much more critical. Reid Johnson, an assessment consultant with IEA Consulting Services, says assessment efforts have, for the most part, failed. Colleges and universities missed a golden opportunity to demonstrate the importance and integrity of higher education by fighting against institutional effectiveness mandates "out of ignorance, arrogance, and fears of looking bad," he explains.

"Since then," Johnson adds, "the people who know and care the least about higher education — state legislators, bureaucrats, and civilian boards — have increasingly taken over public higher education, grossly corrupting higher educators' ability to achieve our noble mission."

4. Growing Emphasis on Teaching and Learning Issues

The notion of "learner-centered education" has completely changed higher education delivery, according to Whitman's Pitter. "Teaching is no longer centered around a professor who professes, but around students who want to learn," she explains.

Laurie Richlin, president of the International Alliance of Teacher Scholars, Inc., agrees. "There has been the development of a decent and growing knowledge base about the effect of teaching on learning, and a growing intellectual interest in finding out how that knowledge can be used in individual classrooms," she reports.

The next step in this growing realization that higher education's mission is learning not teaching will be a new emphasis on education's end product, according to Robert B. Barr, director of institutional research at Palomar College. "We should judge a college most importantly on whether it is getting better at this work; whether, for example, this year's graduating class is better educated than last year's," he explains.

"Does this mean that we honor teaching any less?" Barr continues. "No. Teaching is not honored nearly enough in our colleges and universities. However, just as we judge the work of an artist by his or her body of work, likewise we should ultimately judge teaching and institutional instructional practice not by its own characteristics but in terms of its resulting body of work, the depth of learning and the degree of success of all the college's students."

The road to learning-centered teaching still has some bumps in it, and the University of South

Carolina's Jewler reports that those bumps are often put there on purpose. "Universities seem to be performing a balancing act, claiming on the one hand that we must develop our teaching, while on the other insisting that every faculty member on a tenure track must produce research," he explains.

"I don't think we have that many individuals who can do both, and do both well. I wish they'd let those of us who are good teachers develop our skills further and write about them, while [allowing] our research colleagues to spend more of their time out of the classroom — especially if they don't do a very good job there," Jewler says.

5. Emphasizing Career Preparation over Liberal Education

Many educators are concerned over what they see as a trend to emphasize specific career preparation over a quality liberal education. Tony Filipovitch, dean of the College of Graduate Studies and Research at Minnesota State University, sees a shift from education to training. "From legislatures to parents to students, what goes on in higher education is seen increasingly as an instrumental relationship (I pay you to provide a product) rather than a human engagement, the goal of which is to transform the mind and soul of another."

Jim Bess, a professor in the Administration, Leadership, and Technology Department at New York University, also reports that "colleges and universities have let themselves be seduced into letting their curriculums address near-term vocational needs rather than long-term, liberal education."

Sharon Lynn Sperry, associate director of summer sessions and special projects at Indiana University-Bloomington, also is concerned by this trend. "The college degree is more and more seen as a ticket to a high-paying job at the expense of a vision of college as a place to expand the mind and enrich the humanity of students," she says.

This is a real problem because, according to Daniel R. Stenberg, executive assistant to the president at Southwestern Michigan College, "Undergraduate education should be a liberating experience helping the individual develop an understanding in multiple areas. As higher education allows undergraduate students to avoid areas of study, it contributes to a lack of critical thinking skills and an intolerant social structure. Higher education should be the first place an open exchange of informed ideas occurs, with students encouraged to explore multiple disciplines."

6. Rising Costs and Changing Finances

The economics of higher education — from the price tag of a diploma to the new emphasis on fund-raising — is also of major concern for educators. Betsy Barefoot, codirector of the Policy Center on the First Year of College at Brevard College, worries about the significant debt students must assume to receive an undergraduate education.

The overwhelming emphasis on raising money is also a troubling trend, she says. "The size of an institution's endowment has become another way colleges and universities are ranked. This activity has filtered down so not only development professionals, but also academic administrators and faculty, are spending a significant proportion of their time soliciting potential givers," she reports.

A dean who asked that his name not be used reports a similar problem. "Fund-raising is consuming a greater proportion of human resources today than in the past because state-supported institutions have become state-assisted institutions," he explains. "Institutions are shifting priorities to please alumni first, external funding agencies second, parents of current students third, students fourth, and faculty last."

7. The Growth of Community Colleges

Community college enrollment has more than doubled during the last 30 years, according to U.S. Department of Education statistics, and many educators congratulated the schools for making higher education accessible to more students, particularly students who are members of minority or other historically underserved groups.

And community colleges have adapted to the new needs of their ever-growing student populations, according to Ernest A. Martinez, executive vice chancellor of the Alamo Community College District. "As community colleges changed from offering exclusively transfer work to providing technical training, workforce training, and other community services, a variety of needs have been met that were previously ignored," he explains.

8. Adopting a Business Model

Should students been considered "customers"? "Absolutely not" is the consensus of survey respondents, many of whom decried the trend to change the governance of higher education institutions from an academic model to a business one.

"The blind adoption of business and government practices for greater accountability and oversight has often led academia down the wrong path," explains John Trefny, vice president of academic affairs at the Colorado School of Mines. "Students are really not 'customers'; higher education is really more than just training. The various types of modern institutions have much to learn from one another, academia included. But we, and especially our governing agencies, need to be aware of the differences between higher education and other endeavors."

Sandra Hurd, professor of law and public policy at Syracuse University, agrees, adding that at some institutions, "the shift to a business model has led to decision making that is not flexible enough to account for the very real differences between academic institutions and for-profit businesses."

Tom Van Valey, chair of the Department of Sociology at Western Michigan University, is very concerned about what he sees as "bottom line" thinking. "I finished my Ph.D. in 1970. I was interested in higher education because it was a career track that was intellectually stimulating and challenging. I didn't expect to make a lot of money, but I did expect to be respected (and rewarded) for my accomplishments. I didn't expect to be treated like a worker in a factory (albeit with higher level of training and expertise), and I certainly didn't (and still don't) see students as 'customers.'"

9. Changing Student Attitudes

Many educators say they believe that the adaptation of a business model has led to problems with student attitudes and behavior. Explains Van Valey, "I am not at all fond of students who go to college wanting to be trained for a job; students who simply want to do what is necessary to get a 'B' or even an 'A,' or to just complete a credential; students who 'expect' a grade simply by showing up; students who are not interested in the pursuit of knowledge (maybe even truth) for its own sake; students who are unwilling to open their minds and learn something new. As I see it, the trend toward commercialism is embodied in these kinds of attitudes."

Patricia M. Alt, an associate professor of health science at Towson University, also reports seeing more students come to college with a strange sense of entitlement. Students think they should be able to work full-time, have fancy cars or buy houses, and have the coursework bent to their needs, all while expecting great grades at the same time, she says.

Poor student attitudes have also had an impact on classroom conduct, reports Winthrop's Kedrowski. "Our traditional-aged students often want to be entertained. In a TV/MTV world, they are very passive, and expect lots of bright lights, loud music, and other stimulation to be amused. They may not see the value in something that's not packaged as entertainment."

"Moreover," she adds, "we have to develop new rules of etiquette for the classroom. It's not just 'don't fall asleep.' Now we have to include 'turn off your cell phones and beepers,' in addition to 'stay awake and do the reading.'"

10. Contributions to Society

Higher education has made the United States, and the world, a better place, many educators noted with pride. "The collective impact of the improvements and developments in university research has made unprecedented contributions to all facets of society ranging from medicine, science, and technology to nutrition, engineering, and the arts," says Don Olcott, Jr., associate dean of Extended University and Summer Session at the University of Arizona.

The Future of Higher Education

The *Bulletin* also asked educators to look 30 years into the future and predict the next trends and changes. Despite today's challenges, most say they are excited about the opportunities ahead.

Technology in particular is expected to continue to change the classroom, the campus, and teaching and learning in general. "The emergence of new educational technologies and new providers of educational services will break the mold into which colleges have grown for the past 50 years," predicts John Tagg, an instructor at Polomar College. "Many students will need to be taught how to take advantage of new technological media of instruction if they are not to use them in ways that trivialize the learning experience."

Colleges that redefine and reorganize themselves to meet these new challenges "have a rare and exciting opportunity to reinvent higher education," Tagg says. "Those that don't, and hope to continue to rely on the largess of taxpayers and endowments, probably have a short future."

Chris Geith, director of distance learning and collaborative systems at Rochester Institute of Technology, is also predicting a major shake-up linked to technology. "I think the whole system will be turned on its head when networked technology, policy changes, and new kinds of companies and products change the landscape to look more like the new economy of today."

The future also looks good for scholarship, predicts Brian P. Coppola, an associate professor of chemistry at the University of Michigan-Ann Arbor. "I am optimistic that a renaissance is under way, where a more traditional and more balanced set of expectations will characterize faculty work, and this will have a positive impact on student-faculty relationships and faculty-institution relationships."

"This change has begun," he says. "The change regains the center of higher education and will be driven by new faculty who simply will not reflect the poor role models in their academic upbringing. Right through the undergraduate level, the professional development culture for future faculty will flourish and instill a broader notion of scholarship in the next generation."

Robert Weisbuch, president of the Woodrow Wilson National Fellowship Foundation, predicts "a renaissance for the liberal arts based on an increasingly confident and sophisticated sense of what those disciplines mean in regard to a multicultural, globally minded culture. And far more profound connections between college and high school faculty, whose coworkings at present tend to be temporary and piecemeal. In the post Cold War world, universities and colleges — and their scholar-teachers — must seek support for their privileges by becoming key citizens in their communities and beyond."

Other predictions:

"Higher education seems to be heading down the same path as health care: management by external sources and a decrease in the credibility and autonomy of the experts. The similarities are frightening, and higher education must be proactive and future-oriented to retain some semblance of control over our destiny." — Beth Patrick, assistant professor of speech communications at Olivet Nazarene University.

"I can see a system based on competency with less focus on seat time and course credits, allowing students the ability to proceed in their learning at much different rates. Society might become differently structured as well, increasing career changes and allowing much broader kinds of lifestyles." — Judy Patton, University Studies Program director at Portland State University.

"I can see the design and governing of education being structured much differently to accommodate the changes and newly arising needs of society." — Beverly J. Schmoll, dean of graduate and special programs at University of Michigan-Flint.

"Postsecondary education will become the norm just as high school degrees became the norm in the 20th century." — Bob Hughes, dean of instruction for transfer programs at Highline Community College.

"Colleges and universities need to reconceive what they do and how they do it to meet the changing needs of the students we see. That will mean the creation of significant partnerships with the K-12 systems and communities that they serve. The successful higher education institution today and beyond must develop and maintain partnerships with a range of other types of institutions and groups to ensure that it is attuned to its community's needs. Rather than viewing itself as the keeper of knowledge, the college or university must see itself as a partner in the exploration of needs and as a resource provider." — Jay Halfond, associate dean of academic affairs at Boston University Metropolitan College.

Time for a Change?

The last three decades have been a parade of change in higher education. For many in our survey, higher education is practically synonymous with change, and they are more than willing to embrace whatever comes their way. As Darvin H. Raddatz, a professor and chair of academic development at Martin Luther College, puts it, "Change presents the thrill of challenge. What's not to like?"

Embracing Civic Responsibility

How can a college integrate the needs of the community into its mission? University of Vermont President Judith Ramaley shares her experience nurturing an "engaged university."

By Judith A. Ramaley

Judith Ramaley is president of the University of Vermont. She may be contacted at Judith.Ramaley@uvm.edu.

This article is an adaptation of Ramaley's plenary presentation at AAHE's 2000 Conference on Faculty Roles & Rewards.

In the past year, there have been several calls for colleges and universities to take up their responsibilities as members of society in order to model the civic virtues and to become instruments of a working democracy. It is becoming clear that a genuine democracy is also a learning society and that good citizenship requires the capacity to form a learning community with others.

As David Mathews argues in "Afterthoughts" in the Fall 1998 issue of *Kettering Review*, civic societies become democratic when people have the ability to listen to all views, even those they dislike, and the skill to work through conflicting approaches to solving a problem.

R. Dahl explains in his essay "Participation and the Problem of Civic Understanding" in *Rights and the Common Good* that good citizens exhibit the qualities of moral reasoning. They are open-minded, informed, and empathetic. They also have some understanding of the idea of the public good and a sustained desire to work toward achieving the common good and a common ground. One of the best places to practice these habits of mind and action is at a college or university. The qualities of good citizenship are also the marks of a well-educated person.

For a college or university to accept its civic responsibilities and thus to play a role in generating a renewal of democracy, we must consider three things: (1) the expectations we have of ourselves as scholars and administrators; (2) our aspirations for our students; and (3) the nature and intentions of our own institutional relationships with the broader society of which we seek to be an integral part. There are many reasons why it is worth our while to undertake this reflective exercise.

- In the most recent University of California-Los Angeles Freshman Survey, more students than ever reported that they had participated in community service during high school, yet only about one-third of the students thought that their involvement would make a real difference. If we are to prepare civic-minded graduates, our students must acquire a sense of personal efficacy through seeing the consequences of their actions in community life.
- It has become clear that intellectual growth must be accompanied by the acquisition of social and emotional life skills in order for knowledge to have meaningful and constructive consequences, both in the lives of our

students and in the communities of which they are a part. The demands of good citizenship and the demands of professional work life are very similar. Both require social and emotional maturity, the capacity to communicate well with others, and the ability to work with others towards a common purpose.

- Our institutions are being asked to address the complex social, economic, and cultural needs of our communities. Since most of our students learn best when given the opportunity to address problems that are meaningful to them, it makes sense to link their learning to issues of importance to the community. We can serve several goals at once by opening up the community as an extended learning environment to encourage richer student learning.
- There is a growing expectation that colleges and universities will be good citizens in their communities and assist with economic and community development, and, in many instances, will become players in the revitalization of community and neighborhood life. University-community alliances and partnerships offer powerful learning opportunities for our students. Working together with faculty members, fellow students, and community members, our students can learn what it means to exercise their expertise in a professional, ethical, and responsible way.

During its examination of the future of this nation's state and land-grant institutions, the Kellogg Commission on the Future of State and Land-Grant Universities reframed the classic triad of *research*, *teaching*, and *service* into a new framework of *discovery*, *learning*, and *engagement*. The reason for doing this was that the new terms describe shared activities, usually led by faculty, that have mutual consequences. The older terms tend to connote a one-way activity, generally conducted by experts. The new triad works well for describing the range of ways in which a college or university can incorporate good citizenship into its traditional work.

- **Discovery** can encompass community-based scholarship and the development of new knowledge through collaborations with community participants.
- **Learning** can be done in a way that links educational goals with the challenges of life. As John Dewey wrote, "Education is not preparation for life. Education is life itself." Common forms of engaged learning are service-learning and problem-based learning, both utilizing community issues as a starting point for accomplishing educational goals.
- **Engagement** can be achieved through community-university alliances and partnerships.

All three of these classic elements of campus life can be conducted in an "engaged mode." Whether it is discovery, learning, or engagement, the activity can be community-based. It can have shared goals that link the mission of a college or university with the goals of the community participants, as well as an agreed-upon definition of success that will be meaningful to the institution and the community. An engaged activity can also be supported by a pooling of resources across sectors of the campus as well as within the community. When these features are present, the resulting partnership is likely to be mutually beneficial and can build the capacity and competence of all parties.

Campus-Community Partnerships and Collaborations

In some cases, it is possible to blend all three forms of intellectual activity into a distinctive whole by combining professional education, research, and continuing professional development in a community site. Familiar examples of this are professional development schools in education, area health education centers in the health care professions, clinical practice sites in the social services, and university-industry partnerships. In *Real Questions, Real Answers*, John Clarke, a University of Vermont faculty member, describes such arrangements in campus-school partnerships. They "gather the energy and talent of a school faculty and focus it on specific and immediate problems that come up during a school reform effort. Conducted over several years, simultaneous team investigations or problems in teaching and learning constitute a method for linking school development to professional development and creating a professional community capable of sustaining long-term educational reform" Clarke writes.

There are a number of lessons to keep in mind when developing sustainable partnerships that can support discovery, learning, and engagement in community settings.

- Each partnership has unique elements shaped by the history, capacity, cultures, missions, expectations, and challenges faced by each participating group or organization. It is not easy to work across multiple organizational cultures and communication patterns.

- Any partnership must be based on the academic strengths and philosophy of the campus. An ideal partnership will match up institutional strengths with the assets and interests of the community.
- To ease the problem of multiple organizational cultures, the needs and capacities of the community must define the approach that the university should take to forming a partnership, rather than the prerogatives and assumptions of higher education.
- There is no such thing as a universal "community" nor are there usually agreed-upon spokespersons for any community you choose to embrace. Often partnerships are fragmented by competing interests within the community, or on campus, or both.
- It takes time to understand what elements make up a particular community and how people experience their membership in the community.
- A good collaboration will evolve over time as a result of mutual learning. To be successful, a collaboration should be built on new patterns of information gathering, communication, and reflection that allow all parties, including students, to be participants in decision making and learning. This takes time and face-to-face interactions and an ability to learn from both conflict and mistakes as well as from successes.
- Some communities are being "partnered" to the point of exhaustion. It is often necessary to identify ways to help community organizations and smaller agencies create the capacity to be an effective partner.
- In some smaller communities, there may not be enough volunteer or not-for-profit activities to absorb the energies and interests of a college or university interested in full engagement. In such cases, the campus may need, in cooperation with its neighbors, to create the infrastructure necessary to sustain community-based work.
- The early rush of enthusiasm can be replaced by fatigue and burnout unless the collaboration begins early to identify and recruit additional talent, both on and off campus, for the project.
- It is important to establish a strong commitment to a "culture of evidence" tracing the progress of a project or a collaboration as it develops, not just at the end. The lessons learned from continuous evaluation can sustain the work and allow it to grow to a scale that can make a genuine difference in the community. Involve students in the integral part of the work of collaboration so that they learn skills of communication, problem solving, and shared learning early.

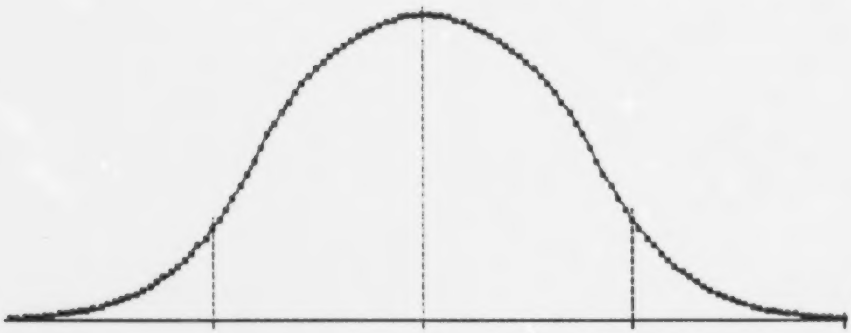
As many of us have discovered, it is not easy to work in a collaborative way, but the rewards are well worth the effort. No other model affords the same rich context for exercising the habits of good citizenship or for exposing our students to the realities of the complexity of a democratic way of life. It is also true, however, that unless the institution as a whole embraces the value as well as the validity of engagement as legitimate scholarly work and provides both moral support and concrete financial resources to sustain this work, engagement will remain individually defined by the interests of committed faculty and sporadic in nature. Such limited interventions cannot influence larger systems on a scale necessary to address significant community issues. They also will not offer the stimulation and scope necessary to involve a significant proportion of the student body in meaningful public work.

Barriers to Change

In many ways, the approaches that can promote an opening up of a campus to meaningful community involvement are no different from any other kind of campuswide change process. Anyone undertaking such a project must first equip himself or herself with a basic knowledge of what can initiate and then sustain change on your own campus. It is worth taking time to study the lessons learned from institutions that have designed and then undertaken an ambitious change agenda. Over the past year, the American Council on Education's Project on Leadership and Institutional Transformation, for example, has published an occasional paper series outlining the lessons learned from the interaction of a number of institutions that were undertaking large-scale change.

Although my emphasis here will be on how to enlist the interests of a critical mass of faculty in activities that promote civic responsibility and sustain campus-community engagement, the framework will work equally well in thinking through the challenge of involving faculty in any mission-related work of an institution.

Barriers to Change



1 Risk Management

2 Culture of Evidence Barrier

3 Disciplinary Barrier and Definitions of Scholarship

It has been my experience that 10 to 15 percent of the faculty or staff on campus already have a broad repertoire of interests and modes of scholarly and creative work consistent with the full realization of engagement (see Figure). These are the ***committed faculty***.

Another 30 percent or so have a genuine interest in new ways of doing things but want clear signals that the institution and their colleagues will support them if they venture into new territory, in this case, literally, into the community. These are the ***cautious faculty***.

A comparable number of faculty will take a "wait and see" attitude, certain that the new agenda or way of doing things will disappear when the new president/provost/dean moves on to greener pastures. These are the ***skeptics***.

Finally, a small number (maybe 10 percent) of the faculty or staff are certain that the new agenda or the new modes are not legitimate faculty work. Some of this group fear that if they buy into this idea they will be unable to leave the institution and find a "better job" elsewhere. A small number of people simply believe that all change is bad. For purposes of strategy, all of these views can be lumped into the category of ***resistant faculty***.

In encouraging faculty to consider participating in community-based scholarly work, teaching activities, and community partnerships, it is helpful to approach the task as though you were recruiting volunteers. Each group can be thought of as lying beyond an energy barrier. The boundary between the committed and the cautious is defined by a **disciplinary barrier** and discipline-based definitions of research and scholarship (line 3 on Figure). The border between the cautious and the skeptical is maintained by the lack of convincing evidence that the new ways or the new agenda works better than the old one. This is the **culture of evidence barrier** (line 2 on Figure). The resisters are protected by a fear of the risk of change itself, either to themselves or to their programs. This is depicted as a **risk management barrier** on the Figure. Different strategies are needed to overcome each barrier.

While beginning the process of scaling the various energy barriers to involvement in engaged work, it is important to take care of the needs of the already committed faculty and to make sure that they do not exhaust themselves in conducting the pilot work and initial programs that reflect an engaged agenda. This can be done by identifying and celebrating exemplary work and by providing rewards and support for the work. It is helpful to make sure that the definitions of faculty work incorporated into faculty promotion and tenure guidelines reflect sufficient breadth to recognize work that is community-based, interdisciplinary, and

collaborative. Broadening the concepts of scholarly work will be extremely difficult unless a campus devises credible and effective ways to document and evaluate all forms of scholarship and a broad range of pedagogies.

To attract cautious faculty to forms of scholarship and teaching that support civic responsibility, it is important to find ways to bridge the traditional barriers of disciplinary values, modes of inquiry, and standards of scholarly legitimacy. This first requires understanding the importance of faculty culture and peer pressure and the habits and values of each discipline. To demonstrate that the institution places importance on the new work, concrete financial resources must be invested to create an infrastructure that supports and assesses the range of activities that are associated with engaged and community-based scholarly work. It also helps to recognize and reward the accomplishments of faculty who exemplify the full range of scholarly work that the institution values and wishes to support.

It is especially helpful to create or expand faculty development funds for proposals in areas of special interest such as curricular innovation, community-based research, interdisciplinary work, and responsiveness to community and regional needs. Funds for this investment can be obtained through grants and awards from federal agencies and private foundations or donors, through reallocation from less-productive projects or programs, and through the use of effective strategic budgeting. Above all, be consistent in recognizing and hiring faculty with a broad repertoire of interests.

The energy barrier between the skeptics and the cautious is maintained by a curious double standard of proof. Skeptics offer little or no evidence to support their approval of the status quo but hold advocates of change to a very high standard of proof indeed. The only strategies that seem to work in this situation are to engage in a continuous documentation of the consequences and impact of changes being introduced by the committed and the cautious, and to distribute resources on the basis of actual performance as well as contributions to the institutional mission. Many skeptics can be won over by rigorous documentation of the actual outcomes of the newer modes and a convincing demonstration of the effectiveness and impact of the work. A clear investment strategy that places resources behind the infrastructure that will support engagement can also be convincing.

To overcome the risk management barrier, it is helpful to connect the institution with other campuses that are undergoing similar changes. This will help demonstrate to those who are concerned about mobility or legitimacy that colleagues at other institutions consider the work valuable and worth doing. It is not necessary to enlist these resistant faculty in your efforts. All that is needed is to convince them that the work is legitimate for others to engage in. Meanwhile, reassure them that their work is valued and will be judged on its own merits, and show them that new standards of performance matched to the institutional mission still include traditional standards of scholarship and teaching, as well as standards and forms of documentation of faculty work that are new to the institution.

For more information on these issues, see

The Presidents' Fourth of July Declaration developed by Campus Compact, www.compact.org/resources/plcdeclaration.html

Rights and the Common Good, edited by Amatai Etzioni, New York, St. Martin's Press, 1995

Real Questions. Real Answers, by John Clarke, Alexandria, Virginia, Association for Supervision and Curriculum Development, 1998

American Council on Education's Project on Leadership and Institutional Transformation's occasional paper series, www.acenet.edu/bookstore

As change progresses, it is important to remember that it is not necessary to convince everyone in order to make substantive changes in the intellectual environment and values of an institution. In fact, there is some indication that a turning point is reached when even one-third of the faculty have accepted engaged work as legitimate. By that time, a campus will have established a comprehensive environment that supports engagement. This environment will include the following:

- The possibility of reward or benefit for faculty and staff
- The creation of capacity at all levels of the organization to support and encourage change
- Structural openness to external influence through the research agenda and through the curriculum

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AAHE News

FFRR Conference Draws Record Attendance

AAHE's Eighth Annual Conference on Faculty Roles & Rewards, held February 3–6 in New Orleans, was the largest in the Forum's history. More than 1,400 educators attended the sessions, workshops, and meetings. More than half of its participants also attended one or more preconference workshops.

Shulman

Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, kicked off the conference by discussing the difference between "the valuable and important work that we call scholarly teaching, and engaging in the scholarship of teaching."

"Scholarly teaching is what every one of us should be engaged in every day that we are in a classroom, in our office with students, tutoring, lecturing, conducting discussions, all the roles we play pedagogically," Shulman explained. "Our work as teachers should meet the highest scholarly standards of groundedness, of openness, of clarity, and complexity. But it is only when we step back and reflect systematically on the teaching we have done, and that systematic analysis and reflection leads to a recounting of what we've done, in a form that can be publicly reviewed and built upon by our peers, that we have moved from scholarly teaching to a scholarship of teaching."

Also during the session, David Scott, chancellor of the University of Massachusetts-Amherst, was honored for his role chairing the Forum's Advisory Board during the past eight years. Scott reflected on the success of *Scholarship Reconsidered* and AAHE's Forum on Faculty Roles & Rewards.

Scott

"One of the things that this forum has done . . . is introduce into the mainstream of academe a new lexicon, or has introduced words that were less seldom heard in academe just 10 years ago. I'm thinking of words like *public intellectuals*, *reflective practitioners*, *community of scholars*, *learning communities*, *questions of meaning*, *questions of wholeness*, *questions of flow*, and *spirituality*. And of course the important new language introduced the four dimensions of scholarship: *learning*, *discovery*, *engagement*, and *integration*."

Conference sessions were grouped around those four dimensions or themes, which *Scholarship Reconsidered* updated as Teaching/Learning, Discovery, Engagement, and Integration/Synthesis; as well as around the work of the Forum's New Pathways II project, "Academic Careers for a New Century: From Inquiry to Practice."

Other plenaries included:

- "Post-Tenure Faculty Accountability," a question-and-answer session on legislators' views of post-tenure review, featuring Judy Gignac, a member of the Arizona Board of Regents, and Henry Cuellar, a member of the Texas House of Representatives. (See the April 2000 issue of the *Bulletin* for an excerpt from this session.)
- "The Engaged University," University of Vermont President Judith Ramaley's perspective on community involvement and the scholarship of engagement. (See page 9 for an adaptation of Ramaley's speech.)
- "Our Mentors, Our Tormentors: Academic Culture and the End of Discipleship," featuring speaker David Damrosch, professor of English and comparative literature at Columbia University, on mentoring new faculty and the integrated life.

Major sessions included:

Trower

- Cathy Trower, James Honan, and Richard Chait of Harvard University, presenting the key findings of recent faculty work life surveys generated by the Faculty Appointments Project at Harvard.

Krahenbuhl

- Gary Krahenbuhl of Arizona State University on differentiating faculty responsibilities.

Hutchings

- Pat Hutchings of the Carnegie Foundation, and AAHE's own Barbara Cambridge, presenting a progress report on efforts of the Carnegie

Academy for the Scholarship of Teaching and Learning (CASTL).

- David Brinkerhoff, University of Nebraska-Lincoln, on engaging the academic department in the university reform agenda.
- Ronald Mason, the new president of Jackson State University, on urban problem solving and the faculty role.
- Scott C. Cowen, president of Tulane University, on leadership and shared governance.

Cowen

Audiotapes of all conference sessions are available for purchase from Conference Media Contractors, Inc. See www.cmcnet.com or call 888/222-1614 for information.

The 2001 Conference on Faculty Roles & Rewards will be held February 1–4 in Florida at the Tampa Marriott Waterside. The Call for Proposals for that meeting will be available in June. For more information, contact Erin Rooney Eckel (x777), assistant director, Forum on Faculty Roles & Rewards, aaheffrr@aahe.org.

Post-Tenure Review Considered

AAHE's New Pathways II project hosted a special assembly February 3 and 4 in New Orleans prior to AAHE's Conference on Faculty Roles & Rewards. The workshops and sessions explored approaches and models for tenured faculty evaluation and career development and drew a capacity audience of faculty and administrators from across the country.

Assembly keynoter Shirley Clark, vice chancellor for academic affairs, Oregon University System, described the lessons learned from the Oregon System over the past 25 years in implementing a system mandate for post-tenure review. The accountability climate in Oregon in 1975 stood in sharp similarity to what many institutions are experiencing today.

Clark

Workshop and concurrent session leaders discussed how campuses get started, maintain momentum, and develop creative approaches to respond to both external imperatives and continuous quality improvement efforts. Participants engaged in conversation about how to shape strategies leading to sound practice, explored lingering policy concerns, and debated how results of these policies should be tracked and reported.

A workshop on preparing chairs for specific post-tenure evaluation was especially popular. As a result, workshop organizers Doug Lees, IUPUI, Betsy Brown, Winthrop University, and Susan Barr, Virginia Military Institute, have agreed to work with AAHE New Pathways II staff to offer the workshops to interested campuses beginning September 1.

For more information about AAHE's New Pathways II Post-Tenure Review initiatives or the chair training workshops, contact Christine Licata, project director, 716/475-2953, cmlnbt@rit.edu.

Post-Tenure Review Mini-Grants Available

AAHE's New Pathways II project invites presidents and chief academic officers to apply for "Projects With Promise" mini-grants. These grants will be awarded to interested institutions that are willing to take the lead in developing practical and/or innovative approaches to how post-tenure review can be introduced, designed, implemented, and evaluated.

The mini-grant awards will be available in three general areas of support.

1. Early Stage Institutions: "Getting Started" — support to assist faculty, administration, and/or bargaining units that are just beginning deliberations about post-tenure review or starting to work together to shape a policy or focusing on developing credible and practical post-tenure review procedures.

2. Institutions With Some Experience: "Maintaining the Momentum" — support to help ensure smooth implementation, to enhance certain operational aspects, or to deal with problems that have arisen in the implementation.

3. Later-Stage Institutions: "Creative Approaches" — funds to help institutions design or pilot innovative approaches different from those already in place or to refine innovative approaches.

The proposal should include a brief explanation of current institutional post-tenure culture and policy; a description of the need that the project addresses; project goals, objectives, and timetable; participating campus project team or constituencies; strategies; and the budget desired. A demonstrated campus commitment (both financial and human support) is essential. Supporting documentation, as appropriate, is also encouraged.

Institutions receiving mini-grants can expect to receive consultation with an AAHE Project staff member during the course of the project; to prepare progress reports at six-month intervals; and to prepare a final report on project objectives, outcomes, and lessons learned. In addition, opportunities will be provided to present project findings and outcomes at AAHE's Conference on Faculty Roles & Rewards and AAHE's National Conference on Higher Education.

Project staff anticipate awarding up to 12 grants. The amount of each award will be influenced by the proposed project scope, institutional size, and expected outcomes. Normally, such awards will be in the range of $5,000 to $10,000. We encourage proposals that utilize a campus team or systems approach. Proposals should cover a 12- to 18-month time frame and not exceed three to five pages. Proposals will be accepted until May 1. It is anticipated that awards will be made by August 15.

For more information, or to send a Letter of Interest and Proposal, contact: Christine M. Licata, New Pathways II Project, c/o Rochester Institute of Technology/NTID, 52 Lomb Memorial Drive, LBJ-2845, Rochester, NY 14623-5604; 716/475-2953; fax 716/475-4959.

UUPP Update: IUPUI

This report on the Urban Universities Portfolio Project (UUPP) is the third of a series of profiles of project work at participating universities.

Indiana University Purdue University Indianapolis's campus project director, Sharon Hamilton, compares the institutional portfolio to a persuasive essay, centered on the themes of the university's achievements and aims in student learning, community connections, and research and scholarship. Focusing on these themes, the portfolio presents information, data, and evidence showing how the institution constantly evolves and improves. Organizing this material to speak to a range of audiences — internal and external, local and national — is a challenge requiring ongoing feedback from key stakeholders.

IUPUI's portfolio will be part of the documentation for the campus's next North Central Association accreditation review in 2002. The focuses for that review, student learning and community partnerships are core missions of urban public universities. At the same time, the portfolio concept aims to improve on the traditional self-study by making self-examination and improvement ongoing processes rather than once-in-a-decade events.

Both pre-existing and new committees are at work on the IUPUI portfolio, with the whole coordinated by a core committee. Hamilton believes that this broad campus involvement increases the project's impact as a catalyst for improvement. For example, a group working to document communication, one of six "Principles of Undergraduate Learning" at IUPUI, noted a lack of empirical evidence that students really were learning to write. As a result, the university is initiating a campuswide assessment of student writing and has enhanced writing assistance provided to students. The campus also has appointed three faculty associates to gather evidence on how students learn the six "Principles"; this work will be included in the institutional portfolio/self-study and incorporated into campus faculty development programs.

For information on IUPUI's portfolio and the Urban University Portfolio Project, consult the project website at www.imir.iupui.edu/portfolio/.

Assessment Conference Preview Available

Preview brochures for the AAHE Assessment Conference 2000, June 14–18 in Charlotte, North Carolina, which include registration information, will be mailed in mid-March. "Rising Expectations for Assessment: Can We Deliver?" is the conference theme.

Why should you attend the AAHE Assessment Conference 2000?

1. It's higher education's largest gathering of assessment practitioners and stakeholders, an unparalleled opportunity to share successes, sympathize with frustrations, and learn from others who have been there.
2. With more than 250 sessions to choose from, you will have an extraordinary array of opportunities to learn about virtually every assessment topic.
3. You'll meet the world's finest assessment practitioners — the nicest people you'll find anywhere, glad to offer suggestions and share ideas.
4. You can experience cutting-edge thinking about the hottest issues in higher education assessment. New this year are "solution sessions," opportunities for experienced assessment practitioners to discuss emerging issues for which we don't yet have answers.
5. More than 70 workshops and interactive sessions offer especially rich opportunities for you to hone your skills through active learning experiences.
6. A complete assessment "toolbox" gives newcomers to assessment the opportunity to learn the concepts and tools they need to get started.
7. A growing array of exhibitors will demonstrate the latest assessment tools. If you're looking for professional assessment assistance, there's no better place to be.
8. Beautiful, friendly, springtime Charlotte is the perfect place to start your summer!

To take full advantage of all the conference has to offer, register early. It's the best way to ensure that you'll be in the workshops and roundtable discussions of your choice.

If you have any questions about the conference program, contact Linda Suskie (x794), director, AAHE Assessment Forum, lsuskie@aahe.org.

AAHE

AMERICAN ASSOCIATION
FOR HIGHER EDUCATION
WASHINGTON, D.C.

PRESIDENT

The Board of Directors of the American Association for Higher Education (AAHE), through its designated Search Committee, seeks nominations and expressions of interest for the position of President.

AAHE seeks an individual who has demonstrated the vision and courage to address critical and often groundbreaking issues in higher education. The President must be an individual with the values, capacities, and interpersonal skills to work with a heterogeneous membership of diverse backgrounds from all positions and sectors and to lead and inspire a 25-person staff.

The President must provide the intellectual leadership and possess the administrative and fund-raising expertise to support and strengthen the organization.

AAHE is an individual membership organization of 9,200 faculty members, administrators, students, trustees, and others, that is committed to being the early champion of new concepts and breakthrough ideas dedicated to enhancing the effectiveness of American higher education. AAHE strives to set a national agenda for emerging issues in higher education, with a particular focus on improving undergraduate education. In April 1999, the Board of Directors adopted the "AAHE Statement on Diversity" and has taken an active role in promoting issues related to diversity within all institutions of higher education. Other current initiatives focus on improvements in teaching and learning, faculty roles and rewards, quality and technology initiatives, student outcomes assessment, and service-learning. AAHE sponsors an annual conference and several special focus conferences, as well as an extensive set of publications, including *Change* magazine. In addition, the association has a number of voluntary communities and caucuses that contribute to the life of the organization. The annual operating budget of approximately $4 million is generated from grants, dues, registration fees, publications, and investments.

The search will continue until the position is filled, with an expected appointment date of July 2000. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

President
American Association for Higher Education
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road, Nantucket, MA 02554-6000

Educational Management Network/a division of Witt/Kieffer is supporting AAHE with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske or Nancy Martin via e-mail at aahe@emnemn.com. Additional information about AAHE is available at the organization's Web site, http://www.aahe.org.

AAHE is an equal opportunity, affirmative action employer and actively solicits applications by and nominations of women and minority candidates.

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AAHE Assessment Conference 2000

Rising Expectations for Assessment:

Can We Deliver?

June 14-18, 2000 / Charlotte Convention Center / Charlotte, North Carolina

Four Theme Tracks

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Institutional Effectiveness
Program Quality
Excellence in Assessment

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Early bird registration deadline: May 2, 2000
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Taking Note

Editor's note: This section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, *One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.*

Fulbright Awards Available

The Fulbright Scholar Program's annual competition for lecture and research positions is now accepting applications for approximately 800 lecture and research positions in 130 countries.

Opportunities are available in all disciplines and professional fields for faculty members and administrators at two- and four-year colleges and graduate institutions. Artists, journalists, lawyers, independent scholars, and professionals from the business community and government are also encouraged to apply.

Fulbright appointments vary in length from two months to an academic year or longer. While foreign language skills are needed in some countries, most lecturing assignments are in English.

The deadline for Fulbright distinguished chair awards in Europe, Canada, and Russia is May 1. August 1 is the deadline for lecturing and research grants worldwide, and November 1 is the deadline for the German studies seminar and special seminars for administrators in Germany, Japan, and Korea.

For more information, contact the Council for International Exchange of Scholars (CIES), 3007 Tilden Street NW, Suite 5L, Washington, DC 20008-3009; 202/686-7877; apprequest@cies.iie.org; or see www.cies.org.

CAEL Leadership Award Announced

Nominations and applications for the Virginia B. Smith Innovative Leadership Award are sought by May 1. The Award recognizes individuals who have demonstrated their potential to foster major changes in higher education that will result in improvements that benefit students.

The Council for Adult and Experiential Learning (CAEL) and the National Center for Public Policy and Higher Education present the award, which includes a $2,500 stipend. The award recipient will be announced in November at CAEL's annual meeting.

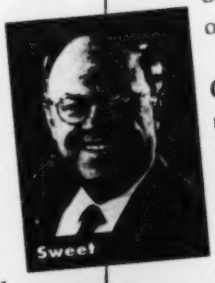
For more information, contact the Council for Adult and Experiential Learning, vbsaward@cael.org; or see www.cael.org or www.highereducation.org.

Members in Motion

At Fullerton College, **Janet Portolan** is the new vice president for educational support and planning, and **Patricia A. Spencer** is now executive vice president for educational programs and services.

Teresa Joyce is the new dean of graduate studies at Kennesaw State University. **Margaret McKenna** has been elected board chair of the Council of Independent Colleges. **Steve Williams** is the new graduate school dean at the University of Wyoming.

Harry Pontif is the new chief information officer at Hamline University. **Rosalind Reichard** is now vice president for academic affairs at Meredith College. **Marcia W. Bankirer** is the new vice president at Jones International University. **Steve Hanson** is the new executive vice president for instruction at Edmonds Community College. **David Hawsey** is the new director of development at Pennsylvania State University. **Rosemary Keefe** has moved to dean of faculties at University of Wisconsin-Superior.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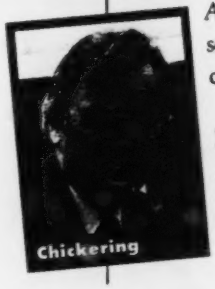
Chickering

Newly appointed provosts include **Jerry M. Greiner** at Hamline University; **Gena Glickman** at the University of Baltimore; and **Brian L. Foster** at the University of New Mexico.

New presidents recently appointed include **David C. Sweet**, Youngstown State University; **Linda N. Hanson**, College of Santa Fe; and **David Harpool**, Kendall College. **Frank E. Horton** has been appointed interim president of Southern Illinois University. **Colleen P. Grotsky** is the new chancellor of North Carolina A&T State University.

In sad news, **Stanley Z. Koplik**, 55, chancellor of Massachusetts Board of Higher Education, died January 5.

On a happier note, the Adult Higher Education Alliance recently inaugurated the **Arthur Chickering** Award, to honor the long-time AHEA (and AAHE) member. The award will help promising scholars and graduate students attend AHEA's conference.

Recently announced retirements include **Ellie Fontes-Fulton**, director of the Office for Diversity, Affirmative Action, and Equal-Employment Opportunity at the University of California-Davis; **John T. Park**, chancellor of University of Missouri-Rolla;

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- Educational planning and a strategic budgeting model that recognizes the value of active and responsible engagement that has a real community impact
- A willingness to adopt a shared agenda and mutually beneficial collaborations and partnerships with community members
- Rigorous evaluation of the quality and impact of community-based work

Taken together, these strategies should make it possible for an institution to become a good citizen and sustain meaningful relationships with the members of the communities it serves.

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Gerald D. Welch, president of Monroe County Community College; **Robert E. Alexander**, chancellor of the University of South Carolina-Aiken; **Jesse "Bill" Robertson**, Jacksonville University vice president for academic affairs; and **James E. Hoff**, president of Xavier University (OH).

Suzanne Van Ort, dean of the College of Nursing at University of Arizona, has announced her plans to retire but she will remain on the faculty as a nursing professor.

CALENDAR

2000 National Conference on Higher Education.
Anaheim, CA
March 29–April 2

2000 Assessment Conference. Charlotte, NC
June 14–18
- Early bird registration due May 2

2000 Summer Academy.
Snowbird, UT
July 19–23
- Applications due April 7

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Hispanic Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's Caucus: ___ yrs @ $10/yr
Community College Network: ___ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community: ___ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ☐ M ☐ F
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Moving? Clip the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

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The Battle Over Post-Tenure Review

Reconceiving Institutional Planning

By Ann Korschgen, Rex Fuller, and Leo Lambert

Higher Education and the New Economy

By Mike Rao and Stephen Sylvester

Also in this Issue:

- Assessment Conference Early Registration Due May 2
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Judy Gignac is general manager of Bella Vista Ranches, and vice-president of Bella Vista Water Company, in Sierra Vista, Arizona. A member of the Arizona Board of Regents, she is that Board's liaison to the State Board of Community Colleges.

Henry Cuellar is a member of the Texas State House of Representatives and vice-chair of the House Committee on Higher Education.

Christine M. Licata is associate dean of academic affairs at Rochester Institute of Technology/National Technical Institute for the Deaf. She is an AAHE senior associate and director of AAHE's New Pathways II Post-Tenure Review project. She can be reached at cmlnbt@rit.edu.

How Post-Tenure Review Became Law: Inside the Legislative Process in Arizona and Texas

The following article is based on "Post-Tenure Faculty Accountability: Shaping the Lines in the Sand," a plenary session at the 2000 AAHE Conference on Faculty Roles & Rewards, held February 3–6 in New Orleans.

During the past decade, external pressure has pushed the envelope on a number of higher education accountability initiatives. One of the fastest growing and most controversial of these initiatives is post-tenure faculty review. The surge in such review plans, particularly in the public sector, has been startling and the initial reaction of campuses has been mixed.

Consider the following: Fully 37 states now report they have established systemwide policies, have policies in place within selected state institutions, or currently are considering and/or developing such policies. Several regional accrediting bodies now refer to these policies in their accrediting requirements.

Christine M. Licata, AAHE senior associate, discusses these issues with Arizona Board of Regents member Judy Gignac and Texas State Representative Henry Cuellar, who both worked on post-tenure review legislation in their states.

Licata: What sparked the Arizona Board of Regents' interest in post-tenure review?

Gignac: It started from many different converging events. The governor of Arizona, a very hard-nosed businessperson, appointed regents who were also hard-nosed businesspeople. These regents asked a lot of questions about credit, undergraduate degrees, the number of different programs that the universities had, the workload of the professors, and so on. The Board started a five-year review of faculty tenure and promotion policies. At the same time, the state legislature conducted a study on faculty productivity, which attempted to show that the productivity in Arizona was lower than in other states.

The first idea was to do away with tenure completely. We had a couple of regents who had a very difficult time understanding that a professor was not an employee, that higher education is a whole different kind of an animal. They heard myths and anecdotes. One was about a professor who would be at the university for only a couple of hours and the rest of the time was home cutting his grass. It was that sort of thing that riled a number of regents up, until they said, "There is no reason for this. We can have academic freedom under a contractual basis. We don't need tenure."

We brought in a number of people to talk to the Board about some of the alternatives. The thing that turned the regents away from ending tenure altogether and toward implementing post-tenure review was when we were told that Arizona would not be able to recruit national or international marketplace faculty if we did away with tenure. That makes sense to a businessperson.

Licata: Henry, how did post-tenure review "play" in Texas?

Arizona Board of Regents Post-Tenure Review Policy

Collaboratively developed between the Board, Administration and Arizona Faculty Councils; implemented in 1997

Policy guidelines affirm importance of academic freedom and recognize need to take effective action when performance falls below satisfactory level

Each institution follows specific procedural elements common to the statewide plan

- Annual performance evaluations conducted by unit heads and/or peer committees
- Written performance criteria developed by each academic unit
- Individual performance evaluated in light of weighted expectations agreed to between unit head and faculty member in areas of teaching, research, and service, and according to unit criteria/standards
- Performance in need of improvement leads to one of two extended review and development processes
  - Faculty Development Plan, established at the unit level to address performance problems of a less serious nature. Plan usually extends for a one-year timeframe
  - Performance Improvement Plan, established in concert with appropriate administrators and peers, to address chronic and substantial deficiencies. Plan usually does not exceed three years

Failure to make progress on a Performance Improvement Plan may result in actions leading to dismissal. In this circumstance, a faculty member has the right to challenge the action in accordance with existing Board Due Process Policy

Special Feature: Dean's Level Audit occurs annually and reviews 20 percent of evaluations to check the adequacy and consistency of the process

Cuellar: In 1997, the Texas State Senate approved a post-tenure review bill that was designed to "get the deadwood out of higher education." A state senator asked me to take the bill to the House after another representative rejected it on the recommendation of the faculty associations. I took it on because I felt that I could modify it into a positive bill. I told the senator that I would carry the bill in the House, but he had to understand that it would come back to the Senate a very different bill.

My approach was to look at performance, particularly in terms of how we can improve the faculty. If we improve the faculty, then higher education is going to get better, and therefore, the students are going to get better service from higher education. The bill started out as a tool to "get rid of the deadwood," but what eventually passed the House and Senate brought the faculty and the legislature together.

What we came up with is a post-tenure review policy that allows the different university systems to adopt their own policies, while stipulating that the policies must have specific language that gives the faculty input It also provides steps for alternative resolutions when problems in evaluating faculty arise. That is, instead of just going to court, the parties will sit down and try to work it out. It also has specific language that spells out why and how to let a professor go.

Lines in the Sand

Licata: So, Judy, as Arizona's policies began to be shaped and framed, and you moved to implementation. were there real "lines in the sand," main concerns and components that you and the Arizona Board of Regents strongly felt needed to be part of the final implementation?

Gignac: Absolutely. We were looking at, number one, timeliness. Some regents talked about getting rid of the deadwood, too, but what we were most concerned about was how long shared governance took to resolve issues of faculty performance. All of these committees, all these reviews, stopping in the middle of summer because everybody was gone on their *whatever*, this was very disturbing to us. And so timeliness was an important consideration, not only for the hearing process and to make a determination about a specific faculty member, but we wanted to have timeliness when we got down to the nitty-gritty of defining how long our policy would give a faculty member to actually show improvement.

Another challenge was coming up with a definition of "dismissal for just cause." What is "just cause"? Well, our old policy referred to incompetence, which is very difficult to define. We were determined to establish "just cause for dismissal" language that was more concrete, and stipulated that you could also be dismissed for failure to improve performance to a satisfactory

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level after having a reasonable opportunity to do so. That was a line in the sand. We would not get rid of that one.

Also, we wanted a better balance between teaching and research, particularly when it came to decisions regarding tenure, and also as a subset of decisions on work being evaluated for post-tenure review.

Now, of course, faculty had some lines that they had drawn in the sand, too, and the very first one was: Tenure shall not be repealed in Arizona. The second also was obvious: Whatever process we put into place, academic freedom and a good administrative process have to go with it.

Licata: Henry, as you look at your situation in Texas, what were your "lines in the sand"?

Cuellar: The House and the Senate were looking at accountability, with the rationale that if we're going to put so much money into higher education, then we want some sort of accountability in higher education. The professors wanted to maintain academic freedom.

Licata: Henry, there's real concern on the part of faculty and administrators that if "heads don't roll" as a result of post-tenure review, then tenure is going to go back on the chopping block. How do you react to that fear?

Cuellar: I don't think that you have to have heads roll to show that something is working. I look more at the positive side. I think the legislature is looking at post-tenure review as a way to improve higher education. I don't think I ever heard a single legislator, not even on the Senate side when there was talk about deadwood, I don't think they ever said, "The way we're going to measure this particular bill is to see how many heads have been cut off."

Licata: So how will you measure whether your bill has been successful or effective?

Cuellar: If we hear complaints from the higher education community that post-tenure review is not working, then we will look at it again.

Gignac: Well, I'm hoping that the regents are going to take a wait-and-see attitude, although we do have some people on the Board who still believe that it is a matter of numbers: "How many have we dismissed? How many left before they did their post-tenure review? Were there enough of them?" It's interesting to note that a part of our overall process was that the Board of Regents actually went through faculty portfolios, and we learned how difficult the tenure process actually is. The end result being that we have a better understanding of the rigor of the process.

I believe that the success of post-tenure review will show up in our measurements for undergraduate improvement, from the results of surveys where students are taught by more tenured and tenure-track faculty, where more students have had personal contact with a professor while they've been in undergraduate education.

Lessons Learned and Work Still Undone

Licata: As you reflect on the experience now, what do you think other institutions might take away from your experience as they grapple with either external mandates or questions and suspicion about faculty work life and the quality of faculty performance?

Gignac: Well, the one thing that I would say is that you give yourself enough time to learn the language of the other side. That you provide yourself with the latitude and the safety environment to sit and shout at each other, to get it all out, to get it on the table, for each side to see what is really bothering the other side. And once you've done that, I firmly believe, as happened in Arizona, that you can come together. We had extraordinary faculty members and some extraordinary regents working on the issue.

We still have pieces that we haven't accomplished yet, and before we leave this morning, I'd kind of like to run down that list.

Licata: Why don't you do that.

Gignac: Several issues have not been addressed. We still have not resolved or fully understood the gender/minority faculty issue. We have data, but we don't have true understanding of why fewer women and members

in the minority groups are on the tenure track, or why they really and truly leave prior to being tenured. Lots of ideas, but we really don't know.

We have the evaluation part of post-tenure review, and we have some aspects of the performance-improvement or faculty-development portion of it. But we do not have enough resources under faculty development to really do it right. We're doing it, and we're doing a pretty good job, but we're not doing it right because we don't have the resources.

We also don't have the third part — the reward. You have the evaluation, you have the performance-improvement or faculty-development part, and then you need to tie in a reward system. And unfortunately, Arizona's legislature has been very tight-fisted on that side. So we need to find a way to incorporate rewards, both for the individual and for the department, because the next part of what we're still lacking is an integration into the departments, the college, the university, and the overall system as far as the mission and goals, and utilizing those as a part of both tenure and post-tenure review.

Texas Policy for Performance Evaluation of Tenured Faculty

- Legislatively mandated a periodic performance evaluation process for all tenured faculty; implemented in 1998
- Legislative imperative affirms academic freedom and due process and permits each Texas institution to develop own evaluation procedures to comply with specific legislative guidelines
  - Comprehensive review at least once every six years
  - Evaluation to include peer review
  - Performance criteria developed by unit must correspond to professional responsibilities of faculty in teaching, research, service, patient care, and administration, and must specify what constitutes satisfactory levels of contribution
  - Process directed toward professional development
- Failure to make progress on an improvement plan can result in disciplinary action, including dismissal for cause. When dismissal for cause is being contemplated, a faculty member must be given the opportunity for referral of the matter to a non-binding alternative dispute resolution process.
- Special Feature: Legislation grants flexibility in terms of approach. Some Texas institutions have established a periodic review process for all tenured faculty in addition to the annual review; most institutions, however, build on the annual review and trigger a more enhanced review when unsatisfactory performance is identified as a result of the annual review. Regardless of model, all institutions encourage the development of an improvement plan in cases of unacceptable performance.

And, of course, finally, is the one that is everybody's bugaboo, and that is the continuous training of those who do the evaluation. One of the neat little things that we have in our policy is there has to be a dean's audit. The dean of each of the colleges must review 20 percent of the evaluations that take place in any one year, ostensibly so that 100 percent of those evaluations will be touched on by the dean over a five-year period. The institutions then report any problems in the post-tenure review process to the Board of Regents. And for the last two years, our two Research I universities have been remarkably honest with the Board of Regents as to what they have found lacking, where the problem areas are — and a lot of those problems result from, or could be fixed with, better training of the evaluators.

Licata: Henry, what lessons do you think we could learn from the Texas experience?

Cuellar: Dealing with the fears of each group is a challenge. When the original bill passed over from the House to the Senate, faculty groups wanted to kill it, or at least postpone any decision until the next legislative session.

The faculty felt that the legislature didn't understand higher education and was trying to interfere with academic freedom. On the other side, the legislature believed that faculty just didn't want to be held accountable.

Moving beyond those misunderstandings takes a considerable amount of time. We had many long, long meetings. But the most important thing to remember is that we all want to improve education. We just have to figure out how you get there.

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Institutional Planning That Makes a Difference

What Works, What Doesn't, and Why

By Ann Korschgen, Rex Fuller, and Leo Lambert

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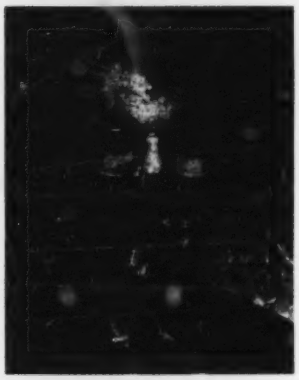

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Our colleges and universities have devoted lots of time and money to strategic planning. Some have profited immeasurably from their efforts, charting bold new courses in their missions and programs. Others have failed miserably, with low faculty morale, conflict over the focus of the institution, and even abrupt changes of presidential leadership the result.

Usually strategic planning is a formal process that engages a broad cross section of the organization in an effort to develop a long-range plan. Typically such efforts result in a multiyear written plan that identifies the environmental context for the plan and analyzes strengths, weaknesses, opportunities, and threats. For the purposes of our article, we will define planning more broadly and include any effort that is designed to help an organization respond in an effective and innovative way to its environment and constituents.

Our collective experience with institutional planning in higher education is significant, among us having served a total of nearly 12 years on strategic planning committees. (We all three were involved in one planning effort together, two of us served on another two committees together, and one of us chaired an additional committee.) We realized if we invested that much time, so, too, must have thousands of others across the country. This observation prompted us to reflect on some major questions: Does planning have a payoff? What planning techniques have the best chances of success in a higher education environment, usually decidedly different from that of corporate America? And, perhaps most important, do formal planning processes truly reflect how institutions anticipate change and foster innovation?

A Snapshot of Planning Today

To find out what works, and what doesn't, we examined 27 institutions of higher education, 15 of which were identified as "innovative" institutions by George Kellor and Peter Ewell, leading authorities on planning and organization in higher education. The remaining 12 institutions represent a broad cross section of higher education, including private, public, liberal arts, two-year, comprehensive, and doctoral institutions.

With the assistance of graduate students in an organizational behavior and theory class, we conducted interviews and collected data during the fall and winter of 1998–99. Most respondents were presidents, provosts, assistants to presidents, or vice presidents of planning; a few were faculty and staff members. In several instances we talked to more than one person on a campus, and we conducted a total of 40 interviews. Our conversations began with the following types of questions:

- What type of process does your institution use to plan and to adapt to change?

- Who are the key players in this process? What has been the role of the chancellor/president?
- What were the problems or issues that motivated change at your institution? What has been a catalyst for planned change?
- What do you consider the most effective and the least effective parts of your planning process? How is your planning process linked to the budget process?
- What were some unexpected outcomes of the planning process?
- What has led to innovation and effective adaptation to change at your institution?
- What lessons have you learned?

Aided by an analysis of literature on strategic change and innovation, we proceeded to evaluate the responses we received.

What Works

Knowing Your Clay

Henry Mintzberg, the well-known organizational theorist, was on to something when he said, "Know your clay." Leaders must know their institutions before they can shape them. In other words, they should avoid an "ahistorical mindset," i.e., operating as if history began with their arrival at their institution. It is a fallacy to assume that one can define a planning process without first understanding the culture, the people, and the history of that organization. Our interviews taught us that the planning process that worked best developed from a deep understanding of the institution. This is gained only when the leadership listens.

For example, one new president of an institution that had serious problems with sliding enrollments and morale, as well as a faculty very skeptical of planning, began inviting people to sit on the back porch of his home in the evenings and discuss the issues they felt were important. After many such sessions of informal and extensive consultation, the president formulated a plan to address the issues the faculty and staff had explored — a plan that was widely accepted by the university community.

At another institution, the chief architect of a radical but successful reorganization of a major division reaffirmed the importance of "knowing one's own institution and what's right for it, and also recognizing that nothing is sacred."

Leading Change

The significance of the role of the president in leading change was emphasized in a number of ways. First, one of the most important steps a president can take is to set a tone — oftentimes one emphasizing the importance of inclusion. The president makes it clear that the path ahead will be charted with input of many constituent voices, especially those of established governance groups.

Second, from their unique vantage points, presidents bring to the planning process informed views of how constituencies, both internal and external to the campus, view key issues. Effective presidents can help faculty, staff, and students understand expectations and aspirations of trustees, legislators, and alumni. (And the reverse is certainly true, as well.)

Finally, it was evident that the participation of the president in the planning process is essential. The exact nature of this participation varies according to the institution and its culture. At many institutions, the president was deeply involved in all aspects of the planning process. Yet at another successful institution, it is the provost who leads the very effective and long-established process; nevertheless, the president still participates in a significant way by meeting periodically with the planning council.

Changing the Culture

Another important role of the president is to understand when it is appropriate to refocus the culture. For example, one institution gained national visibility by reframing itself as a leading student-centered research university. It did so after a dramatic enrollment decline which impelled the chancellor to lead a transition from a traditional research university focus to one more fully emphasizing undergraduate teaching and learning. This dramatic cultural change required the chancellor to articulate the new vision and an operational plan to support renewed emphasis on undergraduate education.

Presidents also used symbols, shared language, and symbolic actions to facilitate change. For example, another president successfully led a move to diversify the student body by personally visiting African-American churches to recruit students and by meeting with African-American legislators.

Other leaders have encouraged the use of shared terminology such as "culture of liberal arts" or "culture of assessment" to convey, in a verbal shorthand, a special campuswide emphasis.

Taking Planning Seriously

What compels a university to take planning seriously? We found that people do not easily engage in institutional change unless they believe it addresses widely recognized needs. In some cases, we learned that an institutional crisis precipitates strategic planning because of the sense of urgency the crisis aroused. Even under more stable circumstances, campus constituencies need to believe that the planning process is authentic and that they have a personal stake in the process and outcomes. At one campus where faculty and staff are working seriously toward common goals, one interviewee said, "Our vision statement speaks to every person on this campus."

Using Data Benchmarking

Several campuses in our study used a data-based approach to planning to prompt ongoing self-examination. At one campus heavily invested in student learning assessment, data are regularly used to examine and update planning and programs.

Another campus used a marketing research approach to inform its planning process in order to determine whether public perceptions of the institution reflected the change in mission that the institution had engineered.

Communicating Openly

It is evident that institutions successfully implementing change place a great deal of emphasis on communicating the process and the resultant plans, not only to internal constituencies but also to important externals, such as alumni. Several institutions have their plans on their websites. One president began an email dialogue with the entire campus about the planning process. Other leaders sponsored breakfast sessions for discussion of the process, open forums where progress reports were given to the campus community, and visits with campus groups to talk with people and to dispel myths that might arise. All this was very time-consuming but very effective in communicating the planning process.

Encompassing the Culture

We found that successful planning was always linked to the institutional budgeting process. While it seems self-evident, it's worth repeating: New planning initiatives not linked to the budget process will die and thus increase campus skepticism about planning. Some leaders had specific strategies they used to redirect base resources to new initiatives. For example, one college is reinvesting 10 percent of its budget over five years by reallocating 1 percent, 2 percent, 3 percent, and 4 percent in four successive years to the new initiatives.

Linking budget with planning also helps advancement offices by giving them clear priorities for fundraising. If institutional funds will be committed to causes that are clearly top priority for the campus, donors may be more likely to support the institution.

Finally, many campuses have set aside R & D funds, funds for innovation, or new program venture grants in order to ensure that creative ideas can "bubble up" from the faculty, staff, and students.

What Doesn't Work

Adopting Overly Formal Plans

We found that the imposition of rigid and detailed planning processes without regard for institutional cultures or histories was a key reason for failure. In one example, a new president decreed the process to be used without making any effort to integrate it with the needs of the institution. Tremendous turmoil, resistance, and, finally, major changes in top leadership resulted.

Another problem we discovered was unyielding adherence to a plan that was no longer relevant. For example, one institution had a plan in place for several years that failed to fully address the advent of new academic programming needs. When a new program was developed in response to these needs, the first response was, "It is not in the plan." Thus a plan can become an excuse to stifle innovation rather than be a catalyst for change.

Expecting Too Much

People complained when their plans had too many objectives with no one knowing who should be responsible for them. As one president said about the plan the institution was executing, "We need a better sense of priorities. We need a careful assessment of what we've achieved to date with a view to dropping some objectives and combining others."

Some institutions were having difficulties setting priorities with the planning team approach. A comment on one campus, "Many faculty have a hard time leaping up to the 'Big Frame' needed to engage in institutional strategic thinking. There is a fallacy in higher education to think that really smart people can do anything — we suffer from a very egalitarian culture."

At other campuses people were exhausted from their efforts. It was said of the efforts at one campus that had embraced a huge initiative, "Our process really takes a toll on people. We are required to think beyond our skills. People are worn out. One person here said it is like 'building a bicycle while riding it and going downhill.'"

Planning or Initiating Change for the Wrong Reasons

A serious problem on some campuses was that the planning process was used to execute a hidden agenda. For example, at one university, an unsuccessful president reportedly arrived with five preconceived goals and then used a planning process to validate them. The planning process ended with "a lot of people worried about their jobs and not a lot of change." Later, when a subsequent president discussed beginning a planning process, the faculty members were almost universally suspicious and resistant to any effort because of their previous experience.

Another problem is having no agenda. Frequently new leaders arrive on campus and change directions simply because, as one campus source said, "New people rarely hold on to the instruments of the old." Planning processes that commence for the wrong reasons — such as planning just to have a plan — generate mistrust and even fear. As one faculty member said, "We're in recovery from the first plan; don't start another now."

A Surprising Finding

In almost every institution that was recognized for being innovative, the president had been there for a long time. The average tenure was 13 years.

When we asked faculty and staff on these campuses what they thought about these long tenures, they agreed that consistent leadership had a strong, positive impact on planning and change. For example, at the institution where there had been a very successful shift in the campus culture under the guidance of a long-term president, two of the staff members said, "If a leader really wants to change an institution, he or she has to make a long-term commitment to it."

Given that change can come slowly in higher education, it follows logically that good leadership needs to remain consistent to ensure both the implementation and the execution of change. At the same time, a steady stirring of new ideas was also seen consistently in innovative institutions. One president who recognized this said, "People need to be continuously pushing the edge and looking ahead. I see myself as responsible for ensuring the university community does not get too comfortable."

A Final Note

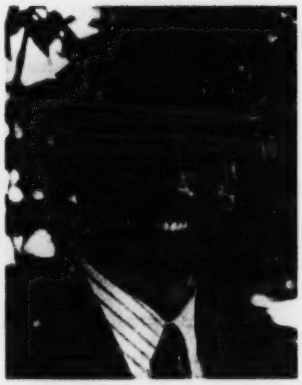
Overall, it appears that the most effective planning processes were tailor-made to the campuses — and the more simple and focused the plan the better. Often these processes began with presidents communicating with many campus constituencies about institutional issues; establishing broad themes regarding the direction of the institution; receiving input about these broad themes; examining key resource and budget questions; and, finally, expecting those responsible for carrying out the themes to paint in the details and execute the plans.

This article is based on the authors' 1999 AAHE National Conference presentation, "Reconceiving Institutional Planning: How Innovative Institutions of Higher Education Are Managing and Adapting to Change."

Business and Education in Transition

Why new partnerships are essential to student success in the "New Economy"

By Mike Rao and Stephen Sylvester



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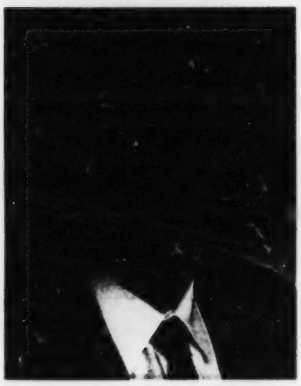

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In the early 1990s, America experienced a swift and unexpected economic downturn — one in which many workers struggled. People who for decades had held the same jobs performing fixed tasks suddenly found themselves out of work and unemployable. For many, their jobs had involved the skilled use of their hands and little else, and their wages were, on average, excellent. The economy turned around by the mid-1990s, but not for everyone. The majority of new jobs — and most jobs created since — required more responsibility, increased use of communication and basic computation skills, an understanding of how systems and the mission of the organization tie together, and, generally, use of well-developed intellectual capacities.

As intellectual development becomes part and parcel of successful employment, higher education is adapting to the needs of the new workforce. Now, rather than concentrating on moving people across the "B.A. line," preparing students for graduate school, and providing the forum for research, universities are beginning to look for ways to deal with the economic and social implications of this "New Economy."

The nature of the transition requires that business and higher education work together. Our experience in California's Silicon Valley and more recently with major national businesses in Montana demonstrates that such partnerships can work to the benefit of corporate entities, educational institutions, and the workforce.

Educating the Information-Based Workforce

Most New Economy jobs require highly developed intellectual skills. It is these companies and industries that can afford to pay their workers wages that keep up with or exceed inflation. With an open, worldwide marketplace, global consumers demand higher quality, guaranteed workmanship, and sometimes more in quantity, all for a lower cost.

Chief executives of the Silicon Valley firms were more than concerned. High-tech fields were booming, but the companies couldn't produce enough to keep customers satisfied, primarily because of the shortage of trained workers. By 1996, Silicon Valley had 20,000 open jobs and nearly two jobs for every qualified applicant, and a significant portion of the workforce came from outside of the United States. To further complicate matters, the Immigration and Naturalization Service, in response to federal regulation changes, was tightening rules designed to limit immigration for employment purposes.

Silicon Valley chief executives began to show interest in substantive relationships with educational institutions, and Mission College, a public community college of 11,000 students located in Santa Clara, California — within the Silicon Valley — was ready to cooperate. The Silicon Valley experience helps demonstrate that companies that hire critical thinkers and people who have the ability to work within a large team structure succeed.

Over a period of three years, Mission College forged strong partnerships with major corporations. The benefits of these partnerships included:

- Scholarships for students pursuing engineering and technology-based degrees
- Paid summer internships for faculty willing to work in engineering technology environments (regardless of whether their own discipline was in a high-tech or engineering field), and
- Millions of dollars in equipment donations.

The employers with which we partnered wanted to have influence on our role and work with students. They said they wanted to be certain we were preparing leaders, not simply workers who had built memory banks of engineering formulas. Public institutions are usually wary of such deals. Faculty and administration alike are concerned about the appearance — and the reality — of being "bought" in these partnerships. Mission College was no different, and we approached the projects cautiously. Eventually, we were encouraged that Silicon Valley employers wanted each employee to be the best in his or her field regardless of the task or job level.

It made sense. Our corporate partners said they were looking for team players, but they also expected each team member to be a leader. The greater the individual success, they believed, the greater the opportunity for team and corporate success. We weren't sure we could guarantee this, but, with the investment of employers, we were enabled.

Building a Better Employee

As we began to develop new curricula — often including experiences outside traditional classroom settings, a new definition of "team player" began to emerge. Instead of developing players who simply followed the corporate coach's direction, Mission faculty, paired with industry managers, began preparing students with specific collaborative characteristics. Ideally, these team players:

- Are interested in and willing to understand the mission of the company of which they will become a part, and have a sense for the overall purpose of the organization, its desired outcomes, and its position in the worldwide marketplace.
- Can understand the importance of their individual contributions to the organization and its outcomes.
- Can think critically and can readily apply what they learned.
- Will willingly pass on to others what they know.
- Possess the organization skills that, previously, ordinary managers learned only after years of experience in the ranks.
- Understand the importance of making commitments to the team or employer, and following through on those commitments.
- Can readily focus their creative energies on end products or outcomes rather than confining their thinking within parameters, structures, or "boxes."
- Can balance their own sense of vision with the visions of others, and can communicate a vision effectively enough to make it visible and useful to others.
- Will make a commitment to their field of expertise and will be the very best possible performer within that field.

Possess the ability to work toward cross-organizational collaborative efforts and partnerships between different organizations.

Understand the value of being able to share and leverage resources and expertise of other organizations.

Possess personal integrity and value relationships based on trust and honesty in all fields.

Can demonstrate emotional sensitivity toward the varying needs of diverse team members.

Can break away from their own notions, ideas, and styles, and are open to others' notions, ideas, and styles.

Have developed communication skills and can share their ideas with others. This includes the ability to listen, make eye contact, and use language that is appropriate for a particular audience.

Can develop good judgment, particularly in regards to the team, the employer, or consumer product.

Understand the value of taking risks and combining those risks with judgment based on sensible principles and sound information.

Possess organizational skills that enable them to plan from the beginning to an outcome while considering the informational and other needs of colleagues in a team environment.

Can function efficiently and considerately in meetings, where most of their work likely will be done.

Up for the Challenge

What appeared at first to be a virtually impossible task in fact became a welcomed challenge. Mission College faculty members were very flexible — the key to success in a fast-changing environment — and their assignments encouraged students to demonstrate willingness to change projects, work on multiple projects, work on multiple teams, and to work with people who seemingly have little in common with them. Now at Montana State University-Northern, similar partnership have received the same kind of faculty support.

Ultimately, Mission College, with the help of its corporate partners, secured a high-tech center on campus, placed computers on the desk of every faculty and staff member, added corporate degrees in liberal arts and environmental studies, and developed a nationally recognized semiconductor engineering program. In 1997, the college was designated the state of California's Technology Prototype Institution and was listed as the third most wired community college in the United States by *Yahoo! Internet Life*.

Silicon Valley corporations are enjoying the benefits of a growing number of graduates who are well prepared to meet the challenges of the New Economy. They worry less about an underprepared workforce and new immigration laws. We're beginning to see the same experience in Montana with national firms based there.

Americans have found success in every major cycle of worldwide transition: from an agriculturally based society to industrial/manufacturing, and from "hands-based" manufacturing to intellectual-based worldwide product and service leadership. In each of the transitions, the role of higher education has increased. The current transition may require some segments of higher education to prepare to accommodate greater proportions of the population with more integrated relationships with employers and communities. As American higher education has demonstrated for hundreds of years, it can and will lead in this and future transitions and remains a major resource that will only grow in value as the human experience increasingly relies upon intellectual development in its evolution. Perhaps now, as the Silicon Valley experience demonstrates, business and education partnerships can succeed with the kind of substance that the New Economy requires.

AAHE News

TLT Sponsors Summer Institute

The TLT Group's Summer Institute 2000 will be held July 13–17 in Phoenix. "Connected Education: New Visions, New Roles, New Questions, and New Media" is the conference theme. The TLT Group is AAHE's teaching, learning, and technology affiliate.

Summer Institute 2000 will provide participants with a path to establish a new vision, gain a new perspective, and implement new strategies to integrate educational uses of information technology into teaching and learning. Register as an individual/duo, team (3–11 people), or a working group (at least 25 participants working toward the same theme).

During tracks and special sessions, The TLT Group staff and leaders will provide real examples, good practices, case studies, and models. At this year's Summer Institute:

- Learn how to begin a local Teaching, Learning, and Technology Roundtable (TLTR) with TLT Group strategies and advice; add valuable new resources such as the TLT Group Workbook; and establish important new contacts and mentors.
- Established TLTRs will learn how to advance new TLT Group initiatives and programs on your campus; learn how to revive or refocus your TLTR with a mentor or a guest facilitator; collaborate on new directions for your TLT Roundtable; and interact with other Roundtables and get their ideas.
- Expanding TLTRs or working groups will use focused retreat time to build on current agendas and establish new directions; establish new relationships with other expanding TLTRs; and extend your TLTRs.

New at Summer Institute 2000 are new tracks built from Steven W. Gilbert's monograph *Curriculum for Change* (available at www.tltgroup.org); working groups for consortia and larger groups; preconference activities for The TLT Group Network Institutions; online preparatory materials and follow-up activities; and the Tom Creed Compassionate Pioneer Awards luncheon.

Your institution can benefit this year at the Institute as hundreds of colleges and universities have in the past five years from the following:

- Track sessions focused on learning, planning, and implementing specific strategies
- Inspiring plenary sessions
- Tasks for Collaborative Change, analysis of your institution
- A set of best practices for incorporating and using technology for learning on your campus
- Construction of a 12- to 18-month working plan for your institution's educational uses of information technology
- Ample reflective time to work on building or maintaining your TLTR
- Tours of local and regional campuses

For more information about The TLT Group Summer Institute 2000, contact Jennifer Smolen, smolen@tltgroup.org; or see www.tltgroup.org.

Campus Program Launches Second Phase

Beginning this month, the Carnegie Teaching Academy Campus Program will enter its second phase, entitled "Going Public." Campuses that have completed Parts I and II of Campus Conversations, the first phase of the Campus Program, are often ready to test their new ideas and to share findings with others beyond their campus. A logical next step for campuses, therefore, is to communicate their work to multiple publics for response and use. Campuses can widen their circle by sharing their work with other campuses in their region, with campuses of comparable type, or with some other significantly broader group.

The Campus Program will offer small seed grants to contribute to this "going public" stage of work. Examples of "going public" might include preparing a set of materials, creating web resources, documenting and assessing strategies for fostering the scholarship of teaching and learning among faculty members, and collaborating with another campus on a common issue.

For further information or an application, contact Teresa Antonucci (x783), program manager, tantonucci@aahe.org. Grants will be awarded on a rolling basis through May 2001.

UUPP Report

This report on the Urban Universities Portfolio Project (UUPP) is the fourth of a series of profiles of project work.

Electronic portfolio initiatives — whether focused on student, faculty, or institutional portfolios — demand that campuses align technical, academic, analytical, and graphic design resources in ways that most have never done before. Meanwhile, new tools for web

development and computer-based assessment continue to appear at a rapid rate, making technology choices for such initiatives increasingly complex.

To address these issues, the Urban Universities Portfolio Project (UUPP) is conducting a "Functional Needs Assessment," intended to define the campus capacities and resources needed to support development and maintenance of an electronic institutional portfolio. The assessment, to be carried out by an independent consultant and Tim Thomas, UUPP's technology development associate, will address such issues as emerging computing platforms, necessary staff skills, and development of new working relationships among organizational units.

During visits to each project campus, the assessment team will gather information on components of the campus infrastructure that might contribute to the project, areas where new personnel and information resources are needed, campus-based and commercial products that might meet these needs, and long-term staffing and resource implications. The resulting report should be helpful to any large university undertaking a similar initiative.

A request for proposals for a consultant for the needs assessment is currently being circulated. For a copy, and for additional information about the needs assessment, contact Tim Thomas, timthom@iupui.edu. Additional information about the UUPP can be found on the project website at www.imir.iupui.edu/portfolio/.

Assessment Conference 2000 Registration Under Way

Now is the time to register for the AAHE Assessment Conference 2000, *Rising Expectations for Assessment: Can We Deliver?* Workshops, roundtable discussions, hotels, and flights are all filling quickly for the conference, which will be held on June 14–18 in Charlotte, North Carolina.

The conference keynote will be a conversation with Jorge Klor de Alva, president of the University of Phoenix, and the closing plenary will be by Noel Entwistle, Bell Professor of Education at the University of Edinburgh. Other featured speakers include James Anderson, Victor Borden, Jean MacGregor, Vincent Tinto, Jerri Holland Lindblad, and Barbara Wright.

The opening keynote will be followed with six "exemplary interactives," in which highly skilled facilitators will lead you through a stimulating presentation coupled with hands-on practice and interaction with your colleagues. Choose from

- "Doing Assessment as If Learning Matters Most: Seven Transformative Guidelines From Research and Best Practice" by Tom Angelo
- "Assessment Essentials: Strategies for Successful Assessment" by Trudy Banta
- "Outcome-Based Faculty/Staff Professional Development: Principles for Success" by Amy Driscoll
- "What Technology-Related Topics Must Institutions Study Together?" by Steve Ehrmann
- "Learning That Lasts: Exploring the Learning-to-Teaching Connection" by Marcia Mentkowski
- "Challenges in Classroom-Based Assessment: Reliability, Validity, and Closing the Feedback Loop" by Barbara Walvoord

How can you make the most of your visit to Charlotte? *Bring a team.* With as many as 15 sessions concurrent in each time band, there's no way any one person can benefit from everything the conference has to offer. Discounts are available to institutions sending teams of five or more people; check AAHE's website for more information.

Previews for the AAHE Assessment Conference 2000, *Rising Expectations for Assessment: Can We Deliver?*, including registration information, were mailed in early March. If you haven't received a copy, contact Carlos Pelham (x768), assessment project assistant, cpelham@aahe.org. For questions about the conference, contact Linda Suskie (x794), director, AAHE Assessment Forum, lsuskie@aahe.org.

New Assessment Assistant

Carlos Pelham is AAHE's new Assessment Forum project assistant. Pelham holds a B.A. in communication studies, with a concentration in public relations, from Virginia Tech. He will be working with Linda Suskie, AAHE Assessment Forum director, on the Assessment Conference and other Assessment Forum projects.

He replaces Crystal Allen Webb, who left in March for a corporate position in the human resources department of Ritz Camera.

2001 NCHE Theme Announced

"Private Gain, Public Good: The Challenge of Balance" is the theme of AAHE's 2001 National Conference on Higher Education, to be held March 24–28 in Washington, DC.

Today, economic advantage seems increasingly at odds with higher education's founding principles. Students insist their colleges prepare them for lucrative employment; at the same time, society demands they be educated

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for their democratic responsibilities. Faculty increasingly invest skills for public benefit. Institutions pursue prosperity through outside partnerships and entrepreneurial activity, and simultaneously try to become more engaged with their communities.

With tensions building between higher education's pursuit of private gain and its responsibility for the larger public good, the 2001 National Conference on Higher Education will explore what balance can be struck between these seemingly irreconcilable demands.

How can traditional colleges and universities learn from and compete with for-profit institutions? Should nonprofits be "in business"? What are the limits of commercialization for a nonprofit (or even for-profit) educational institution?

What should nonprofit institutions do for the community in return for its support even if at a financial loss? What public good(s) are served by the for-profit sector? What partnerships does an institution need to work effectively in the public arena?

The Call for Proposals for the 2001 AAHE National Conference will be available in August on AAHE's website. For general conference information, contact Kerry Newberry (x793), conferences and meetings project assistant, knewberry@aahe.org. For exhibits and sponsorships, contact Kim Knight (x776), membership and marketing director, kknight@aahe.org.

CALENDAR

2000 Assessment Conference. Charlotte, NC
June 14–18
■ Early registration due May 2

2000 Summer Academy. Snowbird, UT
July 19–23

2001 Conference on Faculty Roles and Rewards. Tampa, FL
February 1–4, 2001
■ Call for proposals available in the June 2000 AAHE Bulletin

2001 National Conference on Higher Education, Washington, DC
March 24–28, 2001
■ Call for proposals available in August at www.aahe.org

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AAHE Caucuses/Networks *(all are open to all members; choose same number of years as above)*
Amer. Indian/Alaska Native Caucus: ___ yrs @ $10/yr
Asian and Pacific Caucus: ___ yrs @ $15/yr
Black Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Hispanic Caucus: ☐ 1 yr, $25 ☐ 2 yrs, $45 ☐ 3 yrs, $70
Women's Caucus: ___ yrs @ $10/yr
Community College Network: ___ yrs @ $10/yr
Collaboration in Undergraduate Education Action Community: ___ yrs @ $10/yr

Name (Dr./Mr./Ms.) _____ ☐ M ☐ F
Position: _____
(if faculty, include discipline)
Institution/Organization _____
Address ☐ home ☐ work _____
_____
City/State/Zip _____
Day phone _____ Evening phone _____
Fax _____ Email _____
☐ Bill me. ☐ Check is enclosed (payment in U.S. funds only). ☐ VISA ☐ MasterCard ☐ AmEx
Card number _____ Expiration date _____
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AAHE Bulletin

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Diversity & Learning

A Report From the 2000 National Conference on Higher Education

Performers at the NCHE's Multicultural Celebration

Is It Possible to Assess Fairly?

By Linda Suskie

Also in this Issue:

- **Yolanda T. Moses Named New AAHE President**
- **AAHE News**
- **Taking Note**

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AAHE*Bulletin*

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2000 AAHE National Conference in Review

Article and photos by Vicky Hendley

Pauline Flett and her son Brian offer a Native American blessing to open the conference.

Diversity is an oft-discussed topic, but what does is really mean, particularly in the context of American society? Mary Frances Berry, chair of the U.S. Commission on Civil Rights, has a very clear idea: "What we are really talking about here is, 'Who is the *we* in *We the People*'? . . . about including people so there is opportunity for liberty and justice for all."

Berry opened AAHE's 2000 National Conference on Higher Education, held March 29 through April 2 in Anaheim, California, with that thought. The opening keynote speaker, she spoke on "Achieving Diversity in Higher Education: The Moral Imperative."

Many other conference speakers and presenters discussed similar concepts, which echoed the conference theme of "To Form a More Perfect Union . . . Diversity and Learning." More than 1,100 educators, scholars, and students participated in the annual event.

Plenary Speakers

Claude Steele, an author and psychologist at Stanford University who has written on the ways stereotypes can shape intellectual identity, spoke on the policy implications of replacing affirmative action programs with the guaranteed enrollment plans being considered in several states. Under these programs, the top 10 or 20 percent of each high school's graduating class is guaranteed admission into their state's public colleges. The plan, Steele explained, does nothing to address educational inequality, particularly the fact that K-12 schools with high minority enrollments are often poorly funded and have teachers with less training than do predominantly white schools.

Steele also discussed how standardized tests can be a barrier to underrepresented students' success. Not all students have access to the test preparation courses that improve test scores, he explained, so admissions based on the tests may exclude a large group of otherwise qualified students.

Norman Coombs, history professor emeritus at Rochester Institute of Technology and chair of The TLT Group's EASI program, Equal Access to Software and Information, added a different perspective to the diversity discussion. (The TLT Group is AAHE's teaching, learning, and technology affiliate.) "Disabilities usually get forgotten" when colleges

Plenary session speakers include, clockwise from top, Mary Frances Berry, Claude Steele, David Hayes-Bautista, Norman Coombs, and Angela Oh.

discuss diversity or minorities or multiculturalism, explained Coombs, who himself is blind. "If you can remember to add us to your list when you're talking about inclusiveness, we'd very much appreciate that." Coombs spoke on "Transcending the Distance in Distance Learning: Challenging Gaps of Ethnicity, Socioeconomic Status, Gender, Learning Styles, and Physical Disabilities."

David Hayes-Bautista, professor of medicine and director of the Center for the Study of Latino Health at the University of California-Los Angeles School of Medicine, gave the Tomás Rivera Lecture. He spoke of the challenges and opportunities of serving the nation's increasingly diverse population, and how higher education can be the "intellectual glue that will hold society together in the 21st century."

Speaker Angela E. Oh, a civil rights activist, lawyer, and educator known for her work on the President's Initiative on Race, urged educators to uncover hidden racism at their institutions — and in themselves. In he speech, during the Celebration of Diversity Breakfast, she asked educators to ask themselves "in what ways have I been explicitly involved in perpetuating what's not right?"

Oh also spoke of the need to address the low retention and graduation rates of minority students. Enrolling students "doesn't matter if they're not coming out the other end," she said.

"The biggest problem is DWI — drops, withdrawals, and incompletes," she continued. When students have problems that force them to leave school, many are never heard from again. All the effort made to get them into college is wasted. But if the school makes the effort to keep in touch with those students, to let them know that the college cares about them returning, they just might make it back to campus. "You have to keep the students connected to the institutions," Oh added.

Audiotapes of most sessions of the 2000 National Conference on Higher Education are available for purchase from Conference Media Contractors, Inc. See www.cmc-net.com or call 888/222-1614.

Featured session speakers included:

Jose Calderon, associate professor of sociology and Chicano studies, Pitzer College, on connecting classroom work with community involvement through service-learning

Jolene Koester, recently appointed president of California State University-Northridge, on building a diverse faculty and staff

Gail Mellow, president of Gloucester County College (and recently named president of La Guardia Community College), and Toni M. Forsyth, executive director of the Center for the Study of Diversity in Teaching and Learning in Higher Education, Foothill-DeAnza Community College District, on reframing measures of student success

Diane Natalicio, president, University of Texas-El Paso, and Susana Navarro, executive director of the El Paso Collaborative for Academic Excellence, on that college's successful efforts to develop a community-wide partnership to improve precollege achievement and better prepare students for college.

Poster sessions allow presenters and attendees to discuss topics in depth.

Attendees check email, surf the Web, and retrieve conference session reference guides in the CyberCafe.

More than 40 exhibitors display their materials in the Exhibit Hall.

Special Events

The conference also included two well-received social events. The Multicultural Celebration and Dinner featured performances by drummers from the Taiko Center of Los Angeles and the California State University-Los Angeles Latin Jazz Ensemble; "Cultures Converging," a dance production featuring Chapman University students; an operatic performance by Pepperdine University students; and an original dance solo by Loyola Marymount University student Dulce Capadocia.

AAHE celebrated its 30th anniversary as part of the conference, and marked the event with a gala at the J. Paul Getty Museum at the Getty Center.

Multicultural celebration performers include, top and left, students from Chapman University's dance program, and, below, the CSU-Los Angeles Latin Jazz Ensemble.

The J. Paul Getty Museum at the Getty Center, site of the AAHE's 30th anniversary gala.

Fair Assessment Practices

Giving Students Equitable Opportunities to Demonstrate Learning

By Linda Suskie

Linda Suskie is director of AAHE's Assessment Forum, and assistant to the president for special projects at Millersville University of Pennsylvania. Contact her at lsuskie@aahe.org.

I am a terrible bowler. On a good night, I break 100. (For those of you who have never bowled, the highest possible score is 300 and a score below 100 is plain awful.) This is a source of great frustration for me. I've taken a bowling class, so I know how I'm supposed to stand and move, hold the ball and release it. Yet despite my best efforts to make my arms and legs move the same way every time, the ball only rarely rolls where it's supposed to. Why, I wonder, can't my mind make my body perform the way I want it to, every time I roll the ball?

If we can't always control our bodily movements, we certainly can't always control what goes on in our heads. Sometimes we write and speak brilliantly; sometimes we're at a loss for words. Sometimes we have great ideas; sometimes we seem in a mental rut. Is it any wonder, then, that assessment — finding out what our students have learned — is such a challenge? Because of fluctuations in what's going on inside our heads, we inconsistently and imperfectly tell our students what we want them to do. Because of similar fluctuations in what's going on in our students' heads, coupled with cultural differences and the challenges of interpersonal communication, they can't always fully interpret what we've told them as we intended them to, and they can't always accurately communicate to us what they know. We receive their work, but because of the same factors, we can't always interpret accurately what they've given us.

A colleague who's a chemist throws up his hands at all this. Having obtained controlled results in a laboratory, he finds assessment so full of imprecision that, he says, we can never have confidence in our findings. But to me this is what makes assessment so fascinating. The answers aren't there in black and white; we have, instead, a puzzle. We gather clues here and there, and from them try to infer an answer to one of the most important questions that educators face: What have our students *truly* learned?

Seven Steps to Fair Assessment

If we are to draw reasonably good conclusions about what our students have learned, it is imperative that we make our assessments — and our uses of the results — as fair as possible for as many students as possible. A fair assessment is one in which students are given equitable opportunities to demonstrate what they know. Does this mean that all students should be treated exactly the same? No! Equitable assessment means that students are assessed using methods and procedures most appropriate to them. These may vary from one student to the next, depending on the student's prior knowl-

edge, cultural experience, and cognitive style. Creating custom-tailored assessments for each student is, of course, largely impractical, but nevertheless there are steps we can take to make our assessment methods as fair as possible.

1. *Have clearly stated learning outcomes* and share them with your students, so they know what you expect from them. Help them understand what your most important goals are. Give them a list of the concepts and skills to be covered on the midterm and the rubric you will use to assess their research project.

2. *Match your assessment to what you teach* and vice versa. If you expect your students to demonstrate good writing skills, don't assume that they've entered your course or program with those skills already developed. Explain how you define good writing, and help students develop their skills.

3. *Use many different measures and many different* ***kinds*** *of measures*. One of the most troubling trends in education today is the increased use of a high-stakes assessment — often a standardized multiple-choice test — as the sole or primary factor in a significant decision, such as passing a course, graduating, or becoming certified. Given all we know about the inaccuracies of *any* assessment, how can we say with confidence that someone scoring, say, a 90 is competent and someone scoring an 89 is not? An assessment score should not dictate decisions to us; *we* should make them, based on our professional judgement as educators, after taking into consideration information from a broad variety of assessments.

   Using "many different measures" doesn't mean giving your students eight multiple-choice tests instead of just a midterm and final. We know now that students learn and demonstrate their learning in many different ways. Some learn best by reading and writing, others through collaboration with peers, others through listening, creating a schema or design, or hands-on practice. There is evidence that learning styles may vary by culture, as different ways of thinking are valued in different cultures. Because all assessments favor some learning styles over others, it's important to give students a variety of ways to demonstrate what they've learned.

4. *Help students learn how to do the assessment task*. My assignments for student projects can run three single-spaced pages, and I also distribute copies of good projects from past classes. This may seem like overkill, but the quality of my students' work is far higher than when I provided less support.

   Students with poor test-taking skills may need your help in preparing for a high-stakes examination; low achievers and those from disadvantaged backgrounds are particularly likely to benefit. Performance-based assessments are not necessarily more equitable than tests; disadvantaged students are likely to have been taught through rote memorization, drill, and practice Computer-based assessments, meanwhile, penalize students from schools without an adequate technology infrastructure. The lesson is clear: No matter what kind of assessment you are planning, at least some of your students will need your help in learning the skills needed to succeed.

5. *Engage and encourage your students*. The performance of "field-dependent" students, those who tend to think more holistically than analytically, is greatly influenced by faculty expressions of confidence in their ability. Positive contact with faculty may help students of non-European cultures, in particular, achieve their full potential.

6. *Interpret assessment results appropriately*. There are several approaches to interpreting assessment results; choose those most appropriate for the decision you will be making. One common approach is to compare students against their peers. While this may be an appropriate frame of reference for choosing students for a football team or an honor society, there's often little justification for, say, denying an A to a student solely because 11 percent of the class did better. Often it's more appropriate to base a judgement on a standard: Did the student present compelling evidence? summarize accurately? make justifiable inferences? This standards-based approach is particularly appropriate when the student must meet certain criteria in order to progress to the next course or be certified.

   If the course or program is for enrichment and not part of a sequence, it may be appropriate to consider

growth as well. Does the student who once hated medieval art now love it, even though she can't always remember names and dates? Does another student, once incapable of writing a coherent argument, now do so passably, even if his performance is not yet up to your usual standards?

7. *Evaluate the outcomes of your assessments.* If your students don't do well on a particular assessment, ask them why. Sometimes your question or prompt isn't clear; sometimes you may find that you simply didn't teach a concept well. Revise your assessment tools, your pedagogy, or both, and your assessments are bound to be fairer the next time that you use them.

Spreading the Word

Much of this thinking has been with us for decades, yet it is still not being implemented by many faculty and administrators at many institutions. Our challenge, then, is to make the fair and appropriate use of assessments ubiquitous. What can we do to achieve this end?

Help other higher education professionals learn about fair assessment practices. Some doctoral programs offer future faculty studies in pedagogy and assessment; others do not. Encourage your institution to offer professional development opportunities to those faculty and administrators who have not had the opportunity to study teaching, learning, and assessment methods.

Encourage disciplinary and other professional organizations to adopt fair assessment practice statements. A number of organizations have already adopted such statements, which can be used as models. (See Assessment Policies, right).

Speak out when you see unfair assessment practices. Call for the validation of assessment tools, particularly those used for high-stakes decisions. Advise sponsors of assessment practices that violate professional standards, and offer to work with them to improve their practices.

Help improve our assessment methods. Sponsor and participate in research that helps create fairer assessment tools and validate existing ones. Collaborate with assessment sponsors to help them improve their assessment tools and practices. Help develop feasible alternatives to high-stakes tests.

Help find ways to share what we already know. Through research, we have already discovered a great deal about how to help students learn and how to assess them optimally. With most of us too busy to read all that's out there, our challenge is finding effective ways to disseminate what has been learned and put research into practice.

As we continue our search for fairness in assessment, we may well be embarking on the most exhilarating stage of our journey. New tools such as rubrics, computer simulations, and electronic portfolios are giving us exciting, feasible alternatives to traditional paper-and-pencil tests. The individually custom-tailored assessments that seem hopelessly impractical now may soon become a reality. In a generation — maybe less — it's possible that we will see a true revolution in how we assess student learning, with assessments that are fairer for all . . . but only if we all work toward making that possible.

An expanded version of this article is available at www.aahe.org under "Assessment Forum."

Assessment Policies

Several organizations have developed statements that include references to fair assessment practices. Some are available online:

Code of Fair Testing Practices in Education by the Joint Committee on Testing Practices, National Council on Measurement in Education
ericae.net/code.txt

Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education
www.natd.org/Code_of_Professional_Responsibilities.html

Leadership Statement of Nine Principles on Equity in Educational Testing and Assessment by the first National Symposium on Equity and Educational Testing, North Central Regional Educational Laboratory
www.ncrel.org/sdrs/areas/issues/content/cntareas/math/ma1newst.htm

Nine Principles of Good Practice for Assessing Student Learning by the American Association for Higher Education
www.aahe.org/principl.htm

Writing Assessment: A Position Statement by the Conference on College Composition and Communication
www.ncte.org/ccc/12/sub/state6.html

Linda Suskie will present the session "Is It Possible to Assess Fairly?", Friday, June 16, 10:30–11:30 a.m. during the AAHE Assessment Conference 2000. **See page 11 for more conference information.**

AAHE's Latest Releases

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

New in AAHE's 18-volume Series on Service-Learning in the Disciplines ...

Typical in this series, the volume opens with several scholarly essays focusing on theoretical and conceptual issues at the intersection of the discipline and the pedagogy of service-learning ("Moral Dimensions of Peace Studies," "Peace Studies, Pedagogy, and Social Change," "Learning From the Experience of Experience"). Then faculty report their experiences integrating service-learning into undergraduate and graduate peace studies programs (Georgetown, St. Thomas, San Francisco, Earlham, UC-Boulder, George Mason) and into individual courses (Radford, St. Joseph's, James Madison, UM-Lowell). Also includes a preface by Elise Boulding, and two annotated resource lists. *(1999, 208pp)* edited by Kathleen Maas Weigert and Robin J. Crews

$24.50/$28.50 ea; bulk discounts available. Complete 18-volume series $405
SL11DS ISBN 1-56377-015-6

Updates the progress of disciplinary/professional societies toward their formalizing a position on what faculty work deserves recognition and reward in their unique culture/community. Statements in this volume: American Association of Colleges for Teacher Education; American Association of Colleges of Nursing; American Physical Society; American Psychological Association; American Society of Civil Engineers; Association of American Medical Colleges; Association of College and Research Libraries; Council on Social Work Education; Modern Language Association; National Council on Black Studies; National Women's Studies Association; and Society for College Science Teachers. *(2000, approx 200pp)* edited by Robert M. Diamond and Bronwyn E. Adam. Companion volume to *The Disciplines Speak* (1995).

$10.00/$12.00 ea **#FR0001** ISBN 1-56377-047-4

Faculty professional service/outreach won't get the respect and reward accorded other forms of scholarship until it can be documented and subjected to rigorous peer review. This companion volume to Ernest Lynton's *Making the Case for Professional Service* (see page 4) delivers specifics for developing such a review process tailored to a campus's unique culture. The protocol calls for collaborative teams of faculty and administrators to reach consensus on goals, definitions, and logistics through guided reflection and discussion of prototype portfolios. Sixteen such prototypes are included in the volume, the product of a three-year, Kellogg-funded project. *(1999, 244pp)* by Amy Driscoll and Ernest A. Lynton.

$16.00/$19.00 ea **#FR9901** ISBN 1-56377-045-8

A source of inspiration and instruction for institutions and individuals who dare to cross the invisible "line" separating higher ed from K-12. Describes a collaboration of four universities (Temple, Texas at El Paso, CSU-Northridge, and Southern Colorado) to create a coherent K-16 experience for both teachers and learners by giving faculty participation in schools a place in the faculty rewards system. Offers lessons learned, and suggests strategies for others undertaking to honor such faculty work. A report of the "K-12 Education in Faculty Roles & Rewards Systems: A Higher Ed Tough One" project, supported by AAHE, The Education Trust, and FIPSE. *(1999, 120pp)* edited by Crystal J. Gips and Carol F. Stoel.

$12.00/$16.00 ea **#SC9901** ISBN 1-56377-046-6

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3. Fax your order with credit card or purchase order information to (202) 293-0073

News

It's not too late to attend the AAHE Assessment Conference 2000, *Rising Expectations for Assessment: Can We Deliver?*, June 14–18 at the Charlotte Convention Center in Charlotte, North Carolina. Registration will be accepted onsite.

To see what you might be missing if you don't attend, consider Saturday morning of the conference, which will offer a choice of presentations by these leaders in higher education and assessment.

"What Contributes to Student Self-Reported Learning?" by John Centra

"Understanding the First Year of College" by John Gardner, Betsy Barefoot, and Randy Swing

"Multiple Perspectives on Assessment and Learning Communities" by Peter Gray, Tom Angelo, and Gary Pike

"Institutional Portfolios: A New Medium for Demonstrating Institutional Effectiveness" by Susan Kahn, Sharon Hamilton, and David Porter

"The FLAG: A Treasury of Field-Tested Learning Assessment Techniques," by Susan Millar, Susan Daffinrud, and Eileen Lewis

"So Now What Do We Do With This Stuff? Strategies for the Use of Portfolios in Assessment" by Karen Maitland Schilling, Elizabeth Morey, and Karl Schilling

"Student Success Through Personalized Learning" by Audrey Yamagata-Noji, Tom Levitan, Raul Rodriguez, and Jim Smith

"*Resolved:* Assessment Results Should Be Heavily Used in Strategic Planning and Budgeting," a debate between Jim Nichols and Ed Smith

This is only a sample of the more than 250 presentations, panel discussions, workshops, interactive sessions, solution sessions, and roundtables at America's largest gathering of assessment practitioners and stakeholders. Program information, including registration and hotel information and reference guides to many sessions, is available at AAHE's website. If you have any questions about the conference, contact Linda Suskie, director, AAHE Assessment Forum (x794), lsuskie@aahe.org; or Carlos Pelham, project assistant (x768), cpelham@aahe.org.

Students at urban public universities have substantially different educational experiences than do students at other large public research universities, according to a recent national survey. Five of the institutions in the Urban Universities Portfolio Project participated last fall in a pilot of the National Survey of Student Engagement (NSSE), a Pew-funded initiative that examines students' experience of "empirically confirmed 'good practices' in undergraduate education."

Almost 15,000 sophomores and seniors at 56 institutions nationally took part in the survey. Comparing the responses of students at urban universities with their peers at large public research universities reveals:

Students at urban universities spend more time attending to work and family obligations, less time interacting with fellow students and faculty outside class, and less time socializing and relaxing than students at other large public universities. On the other hand, urban students report higher rates of in-class participation. This finding probably reflects the non-traditional profile of urban university student bodies; more students are older, and are combining their education with substantial off-campus work and family responsibilities. For them, the classroom is the primary point of contact with other students and with faculty.

The AAHE Board has named Yolanda T. Moses, former president of the City College of the City University of New York, president of the association. She will take office on August 1.

Moses is currently a senior scholar at the American Council on Education. She has both a master's degree and a doctorate in anthropology from the University of California-Riverside, and is on the boards of several national organizations, including the Association of American Colleges and Universities, which she chairs.

The AAHE Board selected Moses after a national search. She replaces Margaret A. Miller, who will retire on July 31.

More information on the new president will be in an upcoming issue.

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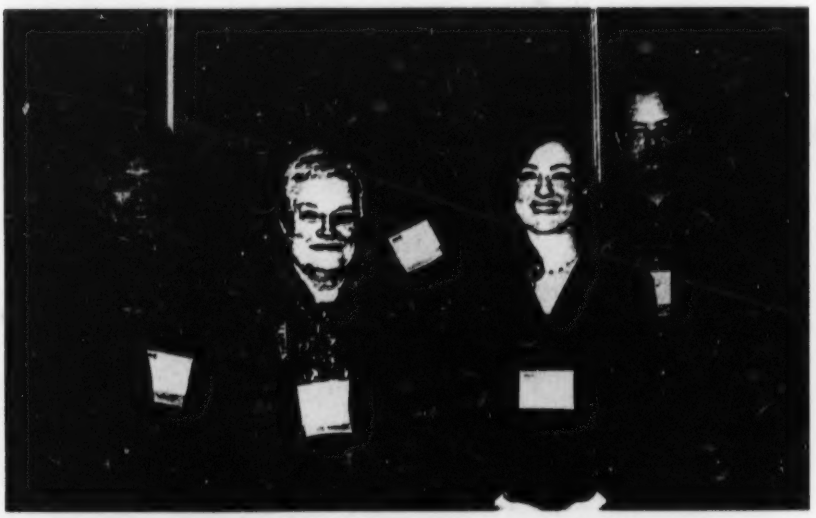


Future Leaders Award honorees include, from left, Cecilia Lucero, Frances Shavers, award sponsor K. Patricia Cross, Cassandra Caldwell, Cynthia Ganote, and Kory Ching.

Particularly at the sophomore level, urban university students report larger gains in core learning outcomes, such as writing, speaking, and critical thinking. These gains suggest an important "value-added" dimension of higher education at urban universities, where greater proportions of entering students are underprepared for college work.

Students at the large public research universities rate their progress in areas such as self-understanding and being honest and truthful more highly than do their urban university counterparts. These gains may be related to the natural maturation of traditional-aged college students, as opposed to the older students more typical of urban campuses.

Overall, urban university students report less satisfaction with their educational experiences than do students at other large public universities. This result may, in part, reflect the more hectic lives of urban students, who frequently add college to other obligations, and have less time for the co-curricular aspects of college student life (and for socializing and relaxing).

The results of the NSSE pilot will be reported in the UUPP institutional portfolios and incorporated into the description of "urban public university" being developed by the UUPP.

For additional information, please see the UUPP website at www.imir.iupui.edu/portfolio. Information on the NSSE can be found at that project's website at www.indiana.edu/~nsse/.

2000 K. Patricia Cross Future Leaders Awards

Winners of the 2000 K. Patricia Cross Future Leaders Awards were announced at last month's AAHE National Conference in Anaheim. Winners, selected from a pool of more than 50 nominees, are selected for their potential for leadership in teaching and learning, their strong sense of civic responsibility, and their commitment to contribute to the development of others as leaders, scholars, and citizens.

The 2000 winners are

Cassandra Caldwell, Ohio State University
Kory Ching, University of California-Irvine
Cynthia Ganote, Vanderbilt University
Leo Griego, University of New Mexico
Cecilia Lucero, University of Michigan
Frances Shavers, Harvard University
Alaina Winters, University of Iowa

This was the second year that K. Patricia Cross, professor of higher education emerita, University of California-Berkeley, has sponsored the award.

Summit on Blacks in Higher Education

More than 400 educators gathered at Savannah State University in February for a Summit on Blacks in Higher Education, convened by the AAHE Black Caucus.

Joseph Silver, chair of the Caucus, said the goals and objectives of the three-day meeting were to "heighten awareness of issues facing African Americans in higher education," particularly "maintaining a competitive edge in 2000 and beyond in the face of anti-affirmative action initiatives and other threats to access, as well as to help people understand that the issue of access is still a problem."

Members of AAHE's Black Caucus organized the summit after the Caucus Executive Committee voted to not participate in AAHE's 2000 National Conference because of that meeting's Anaheim, California, location. AAHE moved the 2000 National Conference from San Francisco to Anaheim in a negotiation over meeting space.

The Summit featured three program tracks:

"Attaining, Maintaining, and Enhancing the Competitive Edge," which focused on technology issues;

"Access and Equity," which covered K–12 preparedness, recruitment and retainment issues, and graduate education and employment; and

"Financing Our Future," which looked at financial support, resource

development, and the politics of financing higher education.

Other Summit events included a black history tour of Savannah; a workshop on "Black Youth and HIV/AIDS: The Greatest Challenge Since Slavery"; and an opening keynote address by journalist and human rights activist Manning Marable, the founding director of the Institute for Research in African-American Studies at Columbia University.

Another highlight, Silver said, was the college recruitment fair. "If the pipeline is an issue, we felt we needed to include high school and college students," he explained.

"The Caucus does not want to go into the conference business," Silver said, but because attendees indicated that they do want another summit, he is recommending to the AAHE Black Caucus Board that it sponsor a meeting in 2001 to follow up on the 2000 meeting's events and goals.

Silver said the Caucus intends to publish a conference proceedings and distribute the document to all attendees, representatives from higher education associations, and political leaders, including the White House.

Teaching and Learning Newsletter Offers Discount to AAHE Members

AAHE members are eligible for a 15 percent discount on new subscriptions to *The National Teaching and Learning Forum* newsletter. Long-time AAHE member James Rhem edits the bimonthly publication, which addresses a wide variety of cross-disciplinary concerns related to teaching and learning issues.

Recent articles include "Combining Undergraduate Research and Learning: A Three-Step Approach" by Bunmi O. Olatunji and Donna M. Desforges, University of Wisconsin-Stevens Point; and "Kung Fu and the Art of Teaching" by Laura Border, University of Colorado-Boulder. See www.ntlf.com for more selections.

AAHE members can receive a one-year subscription (six issues) for $33 (instead of the usual $39 rate). Subscriptions mailed outside of North America are $41 (regularly $45). Call 800/279-6799, 602/265-2651, email ntlf_subs@www.ntlf.com, or see www.ntlf.com to subscribe.

You must specify offer #B8124 and provide your AAHE membership number on the bill to/ship to line to receive your discount. Offer is valid for new subscribers only, no renewing or current subscribers, please.

Book Reviewers Sought

AAHE welcomes you to go online to the AAHE Publications Catalog and post reviews of your favorite AAHE works. To do this, click on "Publications," then on the book title, and scroll down to "Add a Review."

Renew Early and Save!

It's about that time! Membership renewal notices will mail in late May. (AAHE's membership year runs September through August). Renew your 2001 membership before June 30 and save $10 off the 2001 rate of $125.

Electronic Portfolio Examples Needed

AAHE's upcoming book on electronic portfolios will include analysis of selected student, faculty, and institutional portfolios. At this time we are eager to locate electronic teaching portfolios. If you keep such an online portfolio or know a colleague who does, please notify Dan Tompkins, faculty portfolio section editor, at pericles@astro.temple.edu.

Coiloquium on Campus Conversations

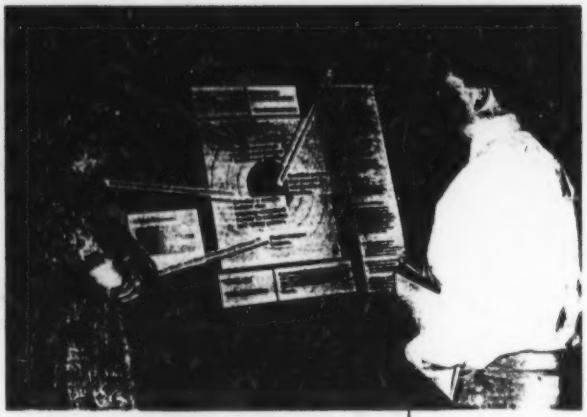
AAHE's Colloquium on Campus Conversations brought together faculty members and administrators from more than 50 colleges and universities to discuss building a community of scholars and supporting the scholarship of teaching and learning. The event, sponsored by AAHE's Teaching Academy Campus Program and held March 29–30, preceded AAHE's National Conference in Anaheim, California.

The Teaching Academy Campus Program encourages campuses to cultivate conditions that enable inquiry and action that support the scholarship of teaching and learning. It is part of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), a multiyear project funded by the Carnegie Foundation for the Advancement of Teaching and the Pew Charitable Trusts. The Colloquium is an annual gathering of campuses registered or interested in the Campus Program.

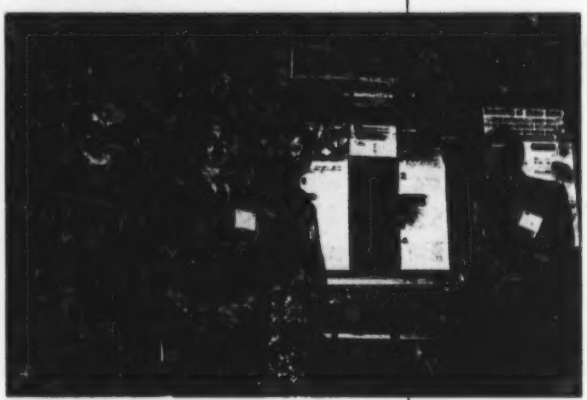
Presenters and conferees emphasized the importance of a body of people who understand — and are committed to — scholarly teaching and the scholarship of teaching. During the Colloquium's opening remarks, Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, emphasized that professionalism, pragmatism, and policy are important reasons for doing the scholarship of teaching and learning.

Colloquium sessions featured examples of doing the scholarship and of expanding the community of scholars through campus groups, intercampus coalitions, and collaborations within and across disciplines.

From reports of all research universities registered in the Campus Program, Barbara Walvoord, University of Notre Dame, summarized four major strategies for fostering scholarship of teaching and learning: getting and using central administrative support; forming a leadership group; engaging key faculty,



Cheryl Albers, Buffalo State College, and West Virginia University colleague Scott Cottrell discuss the institution's "On Target" teaching and learning initiatives.



Elon College faculty members John Sullivan and David Crowe, far right and far left, and students David Fuhr and Halle Haniewich prepare to discuss their project during the Colloquium poster session.

Barb Gayle, University of Portland, displays a faculty development "Toolkit."

thereby creating champions and exemplars; and using those champions and exemplars.

Cheryl Albers, Buffalo State College, reported on tactics that can be used on campuses of any institutional type. These include creating avenues to inform and intrigue indifferent faculty; establishing priorities that reward the scholarship of teaching; fostering campus leaders; and developing a campus culture that supports committed faculty not only in reflection but also in sharing what they learn, or "going public."

Breakfast discussion sessions brought together representatives from the same institutional type to focus on the challenges and opportunities unique to their types of schools. These groups will continue their interactions in a variety of ways. Research institutions members decided to start an online discussion forum on the Campus Program's new Web-Center (see below). Community college participants will meet in the fall to focus on their needs. And faith-based liberal arts schools identified the need for intercampus groups that understand their particular institutional missions.

Common interests have brought together other schools. In their conversations back on campus, Western Washington University and Elon College have each included students in discussions and research about teaching and learning, the former through credit-bearing seminars and the latter through funded faculty-student teams studying engagement in learning in specific courses. These two institutions received the Campus Program's first "Going Public" grant. These seed grants go to Campus Program participants ready to share their own work with other institutions for critique and use. (To apply, contact Teresa Antonucci (x783), program manager, tantonucci@aahe.org. Grants will be awarded on a rolling basis through May 2001.)

Working on another issue, representatives from the University of Arizona discussed how they will continue to learn from Portland State University about that school's multiple strategies for linking scholarly teaching and the scholarship of teaching.

A third kind of community is within and across disciplines. Chemists Brian Coppola, University of Michigan, and Dennis Jacobs, University of Notre Dame, reported on a study of collaborative learning in a large introductory science class and on an intergenerational infrastructure for developing future faculty. In another report, Carnegie scholar Susan Conkling, Eastman School of Music, discussed a strategy for building on students' past experience and application of knowledge in new learning situations. Also, National Communication Association representatives explained in a poster session how an NCA grant project fosters the scholarship of teaching and learning.

Interdisciplinary learning also received attention. A panel of history, communications, and psychology faculty focused on the disciplinary and multidisciplinary aspects of the scholarship of teaching and learning, in discussing a paper on the subject by Mary Huber of

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Taking Note

This section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.

Meetings of Note

The Leadership Education for Asian Pacifics (LEAP) and the Asian Pacific Americans in Higher Education organizations will host the Leadership Development Program for Higher Education, June 21–24 in Pomona, California. The program is designed to promote the leadership skills and professional development of Asian Pacific Americans in higher education, and prepares administrators, faculty, and staff to move into senior-level leadership positions. For more information, contact the program coordinator at 213/485-1422, leap@leap.org, or see www.leap.org.

The Scholars at Risk Network, hosted by the Human Rights Program at the University of Chicago, is holding an international conference examining contemporary threats to scholars, students, and institutions of higher education on June 5–7 in Chicago. "New Responses to Attacks on Academic Freedom" is the conference theme.

The group aims to assist scholars outside the United States whose work is threatened by displacement, discrimination, intimidation, or violence. Its main goal is to establish a network of participating universities, colleges, and research centers in the United States that will provide employment to persecuted scholars. See scholarsatrisk.uchicago.edu for more information.

The movement for the democratization of the global economy will be addressed at the annual meeting of NAFSA: Association of International Educators, May 30–June 2 in San Diego. "Developing a Creative Climate for International Education" is the conference theme. The group promotes the exchange of students and scholars to and from the United States. See www.nafsa.org for more information.

Research Grants Available

The Coalition of Urban and Metropolitan Universities has established a fund to support research projects designed to build greater understanding of the unique contributions, quality, impact, and productivity of urban and metropolitan universities. During the 2000–2001 academic year, the Coalition is offering two $10,000 grant awards named in honor of Ernest A. Lynton "for his many scholarly contributions to the Coalition," and one $15,000 dissertation award named in honor of Paige E. Mulhollan, former president of Wright State University and a "visionary of the metropolitan university mission." Proposals must be received by May 31. For more information, or to apply, contact Kathy K. Franklin at kkfranklin@ualr.edu.

Salary Survey Reports Increases

Full-time faculty salaries are rising but educators continue to be paid less than other workers with advanced degrees, according to a new report from the National Education Association.

The 2000 *Almanac of Higher Education*, NEA's annual higher education salary survey, reports that the average faculty salary for a nine- or 10-month contract was $54,303 in 1998–99, up 3.5 percent from the previous year. However, the average salary for all workers with advanced degrees was $63,229 in 1997 (the most recent data available), compared with $52,481 for faculty members with similar education. This salary difference began in the early 1990s and continues to widen, NEA notes.

Other data covered in the report includes salary by rank, gender, discipline, and institutional control. The report also includes essays on bargaining, union organizing, accountability, retirement, finance issues, and the negative effect of cost containment efforts on staff.

For more information on NEA's 2000 *Almanac of Higher Education*, or to download a free .pdf version of the report, see www.nea.org/he/healma2k. A print version is available for $35 (plus $5.50 shipping and handling), prepaid, from NEA Professional Library, PO Box 2035, Annapolis Junction, MD 20701-2035.

Members in Motion

Herman B Wells, chancellor and former president of Indiana University, died March 18. During 1943–44, Wells was board chair of the higher education department of the National Education Association, known as the "Association for Higher Education." In 1969, that department was dissolved, and its leadership launched a new organization — AAHE.

New presidential appointments recently announced include **Philip Friedman**, Golden Gate University; **Judy Genshaft**, University of South Florida; **Michael Horowitz**, Chicago School of Professional Psychology; **Kevin Manning**, Villa Julie College; **Thomas L. (Les) Purce**, Evergreen State College; **Herbert Swender**, Frank Phillips College; **Richard L. Torgerson**, Luther College; and **Sharon Y. Hart**, North Dakota State College of Science.

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the Carnegie Foundation for the Advancement of Teaching.

The Colloquium also saw the launching of another kind of community builder, the Campus Program WebCenter. The WebCenter is an interactive, online environment where Campus Program participants from all disciplines can post drafts of documents for response and engage in discussions on multiple topics. The site also includes resources and references posted by scholars of teaching and learning. More information on the WebCenter (aahe.ital.utexas.edu) will be in the June *Bulletin*.

Colloquium participants identified as their primary need "opportunities for meeting with others on a regular basis." Finding colleagues doing the scholarship of teaching and learning on their own campuses, at other institutions, and within and across disciplines is a foremost, immediate goal. The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) is responding to that need through its Pew Fellowship Program for Carnegie Scholars, work with disciplinary and professional societies, and the Campus Program.

For more information, request a CASTL booklet from tantonucci@aahe.org, or read the booklet on AAHE's website under the Teaching Initiatives section. To discuss participation in the Campus Program, contact Barbara Cambridge, director, AAHE Teaching Initiatives, bcambridge@aahe.org.

2000 Assessment Conference. Charlotte, NC
June 14–18
- After May 16, register onsite

2000 Summer Academy. Snowbird, UT
July 19–23

2001 Conference on Faculty Roles & Rewards. Tampa, FL
February 1–4
- Call for proposals coming in the June 2000 AAHE *Bulletin*
- Workshop proposals due September 5
- Session proposals due September 11

2001 National Conference on Higher Education, Washington, DC
March 24–28
- Call for proposals available in August at www.aahe.org

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As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals (*ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education*); and more! Mail/fax to: AAHE, P.O. Box 1932, Merrifield, VA 22116-1932; fax 202/293-0073.

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Collaboration in Undergraduate Education Action Community:	___ yrs @ $10/yr

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AAHE Bulletin

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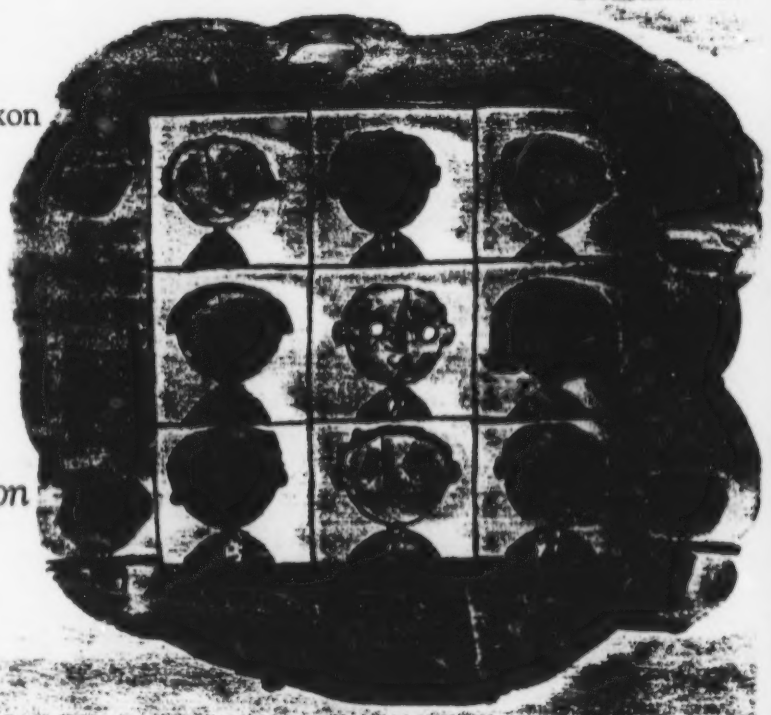
Employee Diversity 101

How to recruit (and keep) a diverse faculty and staff

By Mary S. Spangler and Cathleen Wixon



"Thanks for Guiding Our Students"

Our community-based partners say which incentive and recognition activities they most appreciate

By Janis P. Bellack and Cynthia P. King

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- AAHE News
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Strategies to Achieve a Diverse Faculty and Staff

Attracting and maintaining a truly diverse campus community takes hard work, creativity, and a campus-wide commitment.

By Mary S. Spangler and Cathleen Wixon

Mary S. Spangler is president of Los Angeles City College. Contact her at spanglms@email.lacc.cc.ca.us.

Cathleen Wixon is LACC's compliance officer. Contact her at wixonce@email.lacc.cc.ca.us.

Achieving staff diversity at a two- or four-year college is not only an ambitious objective, it is a leadership responsibility, and many institutions regularly wrestle with its multiple challenges. In 1988, the State of California declared that it is educationally sound for all students to experience education in a diverse environment. As one of the most ethnically diverse community colleges in the country, Los Angeles City College fully supports this principle and is committed to implementing it fairly and objectively.

Los Angeles City College is the flagship institution of the nine-college Los Angeles Community College District. With 16,500 students, the LACC student body is 46 percent Hispanic, 23 percent white, 19 percent Asian, and 12 percent African-American; 55 percent of our students are women. Our campus has 300 full-time faculty and 270 staff. Of our 13 most recent full-time faculty hires, six are ethnic minorities and seven are women. Of the 23 members of the administrative team (academic and classified), 48 percent are ethnic minorities, and 48 percent are female. Of the full-time faculty and staff, 46 percent are ethnic minorities, and 45 percent are female.

Our college has implemented three specific strategies in its efforts to build and maintain a diverse campus community: recruitment, retention, and recognition. Simple ideas, but when implemented with creativity and imagination, quite effective.

Recruitment Strategies

In addition to recruiting a rich applicant pool, this process includes selection and hiring procedures. Before beginning the recruitment process, it is essential to have support from top management. This may include a formal statement from the Board of Trustees or simply a verbal commitment from the president. That support must be in place before any search process is started.

Recruiting

1. When recruiting, communicate broadly. Begin an advertising campaign. Conduct a national outreach. Advertising resources can include the Internet, professional journals, conferences, and newsletters.
2. Make everyone a recruiter. Networking, a very effective means of finding candidates, is often discounted because of its informality. Don't overlook reaching into the community. In small or remote areas, published community services lists may miss sources that can be found in the advertising section of the telephone book. Churches, temples, clubs, and organizations are sources that can be targeted.
3. Consider providing in-house workshops on employment-search skills, so employees within the organization have opportunities to progress.

Selecting

1. Identify a diversity officer or equal employment opportunity (EEO) representative to oversee the process, ensure the recruitment process is adequate, proctor the formal voting, and maintain comprehensive notes and records of the process to ensure that all aspects of the selection are handled fairly and consistently.
2. Selection committees should be as diverse as possible. Invite community leaders to participate if the committee does not reflect diversity. The committee should create a comfort zone so all candidates can perform well. This aspect of the recruitment process is key and should not be underestimated. We have aborted selection processes when committees have been unacceptable.
3. Training a selection committee is an essential part of the success in learning to evaluate candidates. There is a tendency for people to select others just like them . . . clones! Or to evaluate candidates on one or two factors, such as education and experience, rather than look further into behavioral factors such as flexibility, creativity, currency in the area of specialty, and interpersonal skills.

Some suggestions for training include the following:

- Familiarize your committee with your institution's policies, procedures, and processes. Even search committee veterans may need a refresher.
- Provide information on employment laws that prohibit discrimination based on race, religion, national origin, color, ancestry, sex, age, sexual orientation, martial status, medical condition, or disability.
- To develop an awareness of and sensitivity to others, present *The Color of Fear*, a powerful documentary that shows eight men of diverse ethnicities talking openly about racism (available from the Oakland, California-based Stir-Fry Productions). Or construct a "culture" evaluation by asking committee members to respond to questions such as "What was Malcolm X's last name?" or "Where was chocolate first used?" Train committees how to evaluate candidates. For example, accents create special concerns for committees, but the assessment issue is clear: Does the candidate understand the questions? Can you comprehend the candidate? We have accents. Just ask a person from another English-speaking country. Allow persons with disabilities to demonstrate their ability to do the job with or without accommodation. They are often assessed based on their appearance if the disability is observable.

Retention Strategies

When newcomers begin working at LACC, the college accepts the responsibility for providing a welcoming, supportive environment. For employees in general, we recognize the importance of providing activities to support professional growth and development. Although we welcome all interested staff, we strongly encourage newcomers to participate in the activities focused on issues addressing sensitivity to differences and similarities. The college also provides a range of opportunities to participate in campus diversity activities, supports ethnically diverse organizations, and maintains a strong compliance office.

Sensitivity

Develop sensitivity to diversity issues through college-wide workshops for all faculty and staff and with special events that focus attention in a specific way. A very successful activity at LACC has been a 30-hour formal orientation program for all new faculty and staff. This mandatory workshop is broken into five 6-hour sessions held at the beginning of the semester. The program's components include an overview of the college's mission, a campus tour, presentations on contractual issues and curricular methodologies, information on the student body, and suggestions for multicultural inclusion in the classroom. An ancillary feature is that new faculty spend a significant amount of time together as a group and establish immediate relationships. For some faculty members, this instant camaraderie has acted as a springboard for cross-disciplinary collaboration. The program has been so successful that our sister colleges have adopted its philosophy and format, which we are pleased to share on request.

Campus Activities

Opportunities for the college community to experience LACC's diversity on a regular basis support the message that a diverse environment is valued. One key example is several creative faculty members from the art, humanities, English, and history disciplines developed an innovative multicultural, multidisciplinary course celebrating that diversity. The "City of Angels" curriculum uses Los Angeles to demonstrate the relationship between culture and environment while indirectly teaching both students and faculty sensitivity to their differences and similarities. The six-unit transferable course draws faculty from different disciplines (foreign language, art, history, English composition, and literature) to teach one or two class sessions in a semester. Part of the class time involves the students and faculty traveling by bus together around the city to experience its diversity. Students use these hands-on experiences as the basis for written assignments.

When the concept was first proposed, the college administration recognized how innovative and opportune the approach was in providing a meaningful way to value diversity and to look at and understand different cultures. To assist in the development of the curriculum, the faculty members received special funding and the initial courses didn't have to meet minimum enrollment figures. Two years later, the course has attracted increased enrollments and expanded to two sections.

Campus Groups

Another strategy to maintain a welcoming environment is to support ethnically diverse organizations. At LACC, faculty and staff have formed the Latino Employees Association, the Black Faculty and Staff Association, and the Asian-Pacific Association. These groups have bylaws and officers, collect dues, and operate with the administration's support. While they focus on issues specific to their constituency, membership and activities are open to all faculty and staff. The organizations contribute to the richness of the educational experience by sponsoring specific college-wide events.

Compliance Office

If an institution hopes to retain a diverse faculty and staff, the administration must provide and support a strong compliance office. During the last five years, LACC has benefited from having this office readily accessible to the entire college community. When the office was initially established, the number of complaints was substantial. Gradually, however, the number of complaints stabilized, and today the office reinforces the administration's commitment to supporting and valuing diversity. That reality was achieved by providing a safe, confidential environment where faculty, staff, and students can take their complaints. The office also provides help to groups and individuals in adjusting to their environment by offering a range of solutions, including mediation, referral to outside assistance, and workshops that cover all aspects of compliance. The compliance officer receives all complaints and investigates those that warrant follow-up. Resolutions may be formal or informal and are promptly reached.

Recognition Strategies

Another strategy for achieving a diverse faculty and staff is holding public ceremonies and events that, in themselves, are statements about how diversity enriches the entire college community. LACC celebrates its diversity through a range of formal college-wide activities, some long-standing and others relatively new. And our definition includes diversity in ability, lifestyle, and gender.

For example, LACC has the largest population in California of disabled community college students, numbering almost 1,100. Disability Awareness Day activities, for example, include an art exhibit that offers an opportunity to learn how blind and developmentally challenged students express their feelings and emotions in paint and sculpture. Other examples, including celebrating the Year of the Woman and Foreign Language Day, focus on how cultural and gender differences express themselves. Cinco de Mayo, Black History Month, and Chinese New Year are also celebrated. These activities enlarge the perspectives of students, faculty, and staff, and help us explore our similarities and differences.

LACC opens the campus to the community for many of these activities, and hosts the City of Angels multicultural festival, which is patterned after the course described previously. This event was so successful last year that it will become an annual event sponsored by the college foundation. LACC also opens its campus to state and national events, for example President Clinton's Campus Week of Dialogue on Race, and the African-American Manchild Conference, which emphasized social awareness and social reform efforts.

Other Efforts

Developing our own "best practices" is a strategic way to show our appreciation for each other's uniqueness. One example is Project Match, a mentoring program to attract diversity candidates and provide them a semester of supervised exposure to the campus before they apply for a full-time position. Another is offering workshops through the Administrative Leadership Institute, a state-recognized program developed in the district to improve leadership skills for administrators while attracting potential new leaders. Featured topics have included conflict resolution, communication sensitivity, mentoring skills, and networking.

Opportunities to acknowledge individual contributions and efforts in a public way broadcast the administration's continuing commitment to achieving diversity. The college president's regular biweekly written communication with the faculty and staff identifies individuals' achievements and applauds special activities that underscore or advance our diversity efforts. Finally, we are committed to achieving and valuing diversity in our formal vision statement that expresses our intention to "shape an energetic and harmonious community, and inspire a deep appreciation for the new and different, an abiding spirit of tolerance and mutual respect" (Los Angeles City College Vision Statement, 1995-2001).

Concluding Observations

Research data show that a diverse institution is more likely to attract diverse candidates and provide an environment conducive to retaining that diversity. College leadership is responsible for maintaining a quality institution so diversity candidates, who often have multiple options, will be attracted to it, apply and accept an offer, remain for the long term, and contribute to the institution's development.

Following the values of the institution is sometimes a challenge. Hiring qualified candidates should be the top priority so that the individuals who are selected are prepared for success. Giving in to the temptation to hire someone to satisfy political pressures undermines intent and puts candidates at an inherent disadvantage. The criteria on which hiring and evaluation decisions are based should be clearly and broadly disseminated. Periodically monitoring the nature and number of formal challenges to the recruitment process provides an objective review of weaknesses that need to be promptly addressed.

Developing the college community's confidence and trust reduces perceptions that the recruitment, retention, and recognition processes are biased, unfair, or inconsistent. Formal and informal surveys can assess the satisfaction, morale, and comfort level of new staff and maintain the leadership's sensitivity regarding how effective, appropriate, and relevant current practices are or whether new strategies need to be developed.

Los Angeles City College in many ways is experiencing and responding to the demographic, cultural, and educational challenges that other two- and four-year colleges across the country will inevitably address. Building and maintaining a diverse faculty and staff has not happened rapidly nor is it completed. However, with a full commitment from the leadership and thoughtful planning in the areas of recruitment, retention, and recognition, this institution is making and will continue to make progress.

This article is based on the authors' presentation at the AAHE 2000 National Conference on Higher Education, "Successfully Recruiting, Retaining, and Valuing a Diverse Faculty and Staff: One Urban Community College's Strategies," Session 260. Audiotapes of this and most other sessions are available for purchase from Conference Media Contractors, Inc. See www.cmc-net.com or call 888/222-1614.

Rewarding Volunteer Educators

How to Keep Community Professionals Involved in Student Training Programs

By Janis P. Bellack and Cynthia P. King

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Community health care providers have generally been willing and even eager to serve as preceptors — on-the-job instructors and guides who provide practical experience and training — to medical, nursing, and other health professions students. Many believe their participation is a professional obligation, and they enjoy the rewards of mentoring future practitioners.

Unfortunately, increasing numbers are finding that such experiences can be burdensome to their practices. Health insurers and managed care organizations, in particular, are pressuring providers to see more patients, for shorter periods of time. Students typically slow down that process. Further, federal and state reimbursement policies and managed care systems provide no allowance for the extra costs associated with teaching students in community-based settings as they do for teaching students in hospitals, thus creating a disincentive for community practitioners to agree to precept students in their practices.

Such forces are challenging health professions schools to create incentives that recognize and reward the contributions of the clinical preceptors who are helping to educate their students. Appropriate incentives and rewards can help sustain effective partnerships with community-based providers and minimize the costs in time and money they incur by accepting students for off-campus learning experiences.

Finding Just — and Desired — Rewards

Our university has been working to address the issue of incentives and rewards for our community-based clinical partners. The Medical University of South Carolina (MUSC) is a freestanding academic health sciences campus that offers programs that prepare students for the professions of dentistry, medicine, nursing, pharmacy, and a variety of allied health disciplines. In 1997, our university adopted a strategic plan that addresses both challenges and needed changes in the education of future health professionals. One area of emphasis is to expand the number of community-based learning experiences in all clinical programs.

We established the Clinical Sites Coordinating Committee (CSCC) to facilitate interdisciplinary planning and coordination of these experiences, and to address the challenges and opportunities inherent in expanding off-campus learning sites. The CSCC includes representatives from the various academic programs, the medical center, the ambulatory care center, the university's primary care practice partner (Carolina Family Care), the library, information technology, and the rural community outside Charleston, South Carolina.

A key issue that emerged early in the committee's discussions was the need for coordination at the university level to prevent the various colleges and programs from competing for access to the same preceptors and off-campus clinical placements, which are limited in number.

Because of wide variation in the number of placements needed by each program, and differences in the resources available to each program to support off-campus clinical training, the CSCC was committed to ensuring equitable access to and rewards for community-based clinical preceptors across colleges and programs.

While there was a general impression among committee members that community-based preceptors — and their local administrators — were increasingly expecting, and in some cases demanding, reimbursement for their time spent teaching and supervising students, we did not have definitive data to support this supposition. Therefore, the committee decided to survey our community-based clinical preceptors to determine what incentives and rewards they value.

Drawing from the literature and national meetings, we came up with a list of 19 possible "perks" for preceptors, then developed a one-page survey that asked respondents to rate each of the items using a scale of one to five (1=not beneficial/desirable; 5=highly beneficial/desirable). We also invited respondents to comment or add incentives not included in the list.

The six items rated highest by respondents were:

- Free registration or significant discounts on continuing education (CE) courses for self (4.1)
- Access to MUSC library databases and electronic journals through the Internet (3.9)
- Reference materials, e.g., book, journal subscription (3.8)
- Free registration or significant discounts on CE courses for staff (3.8)
- MUSC library privileges, including literature searches and document delivery (3.7)
- Adjunct faculty clinical appointment (3.6)

Surprisingly, the item "direct stipends or payments for preceptors" was not among these top-rated items, instead receiving a rating of 3.0. The following items were rated even lower:

- Computer on loan for student and preceptor use during clinical rotations (2.8)
- Education consultant available by beeper or phone for preceptor questions or assistance (2.8)
- Regular visits/phone calls from educational program directors (2.5)
- Annual reception at MUSC (2.2)

Items rated highest by specific college or program mirrored those rated highest overall.

The final question on the survey invited respondents to list other "perks" they would find beneficial that were not listed on the survey. Of the 399 responses, 83 (21 percent) offered additional suggestions, ranging from "Perks are not needed — education is a labor of love!" to an amusing request for a "1999 Ferrari F1-355 Spyder." Other suggestions included encouraging students to write personal thank-you notes to the preceptor, MUSC T-shirt, and MUSC Wellness Center membership (for preceptors who live within driving distance of the campus). A half dozen respondents simply wrote, "Thank you for asking!"

Lessons Learned

Findings from our survey challenge the conventional wisdom that community-based clinical preceptors want to be paid directly for their efforts. This is good news for health professions programs and their faculty, who are trying to prepare their students for practice in a health care delivery system that is increasingly ambulatory and community-based, yet are facing mounting pressures to do so with no new resources. We learned that the field-based clinical faculty who have become so necessary to the health professions education enterprise prefer to be recognized or rewarded with perks that are relatively affordable and "do-able."

Providing access to the university's established and robust library network of databases and full-text electronic books and journals via the Internet can be readily accomplished for any off-campus clinical preceptor who has access to a local Internet service provider and holds an adjunct faculty title. (The latter is necessary to meet requirements of product site licenses that users must be bona fide faculty members.) Adjunct faculty appointments are relatively easy to accomplish, provided the clinical preceptor meets established qualifications (necessary to comply with state and national regulatory/accreditation requirements). Further, an adjunct faculty appointment was one of the most preferred perks identified by respondents. Literature search and document delivery services through the library were also rated highly, and are available at no charge to all faculty. Fortunately, these perks can be accomplished within existing structures at minimal cost to the university.

The other top-rated items relate to continuing education. The CE directors in each of our health professions schools are exploring how they can accommodate the desire for free or discounted registration for CE for

clinical preceptors and their staff. We are considering a structure similar to the airlines' "frequent flyer" programs, in which clinical preceptors would earn points for supervising students in their field-based practices, based on number of students and level and length of clinical rotations. Points could then be redeemed for free or reduced-cost CE programs, with a limited number of spaces reserved (in each program) for which points could be redeemed. While most of the university's CE programs are currently offered in the Charleston area, we also deliver programs via digital satellite and compressed video to a number of locations throughout the state, and offer several Web-based programs that are accessible "anytime-anywhere." The availability of such programs will continue to increase, making CE more readily accessible to our clinical preceptors in rural and underserved locations.

Other Options

We are exploring the possibility of giving gift certificates to Web-based resources such as amazon.com or barnesandnoble.com so our clinical preceptors may purchase professional books and journals of their choice. However, a funding source for this preferred "perk" has not yet been identified.

Finally, because some of the early survey returns indicated interest in local newspaper articles, the CSCC worked with the university's Office of Public Relations to initiate monthly preceptor profiles in the campus newspaper that also are shared with the preceptor's hometown newspaper. To date, we have profiled clinicians in different regions of the state who have served as preceptors for pharmacy, nursing, and medical students.

Next Steps

We learned how important it is to ask our clinical partners in the field how they prefer to be recognized and rewarded for their professional service to the university, and not assume their preferences (e.g., direct stipends or payments). Our next step is to follow through with creating and offering a menu of "perks" that individual preceptors can select from, according to their particular interests and needs.

The role of the CSCC has been to ensure that the playing field is kept level across the five clinical colleges, whose needs and resources vary considerably. The CSCC is committed to creating a common system of preferred perks to ensure equitable access to high-quality off-campus clinical sites regardless of which college or program a student comes from. Such a system will prevent the possibility of differential rewards being given, for example, for precepting medical students versus physician assistant or nurse practitioner students, and will avoid expensive competition among programs for the same community-based preceptors.

Other academic programs that require field-based practice placements, whether in the health professions, teacher education, business, or the humanities and social sciences, can benefit from the insights we gained from this process. Practice-based academic programs and their community-based preceptors share a stake in preparing the nation's future workforce, and must work effectively as partners toward this common aim and for mutual benefit.

Healthcare Professionals Education and Service-Learning

AAHE's 18-volume Series on Service-Learning in the Disciplines includes two volumes on health care education.

Creating Community-Responsive Physicians: Concepts and Models for Service-Learning in Medical Education, edited by Sarena D. Seifer, Kris Hermanns, and Judy Lewis, aims to help the reader understand service-learning, how it differs from traditional clinical medical education, and how, as a form of experiential education, service-learning can have a profound impact on students, faculty, communities, medical schools, and the relationships among these important stakeholders.

Chapters center on three themes: "The Broader Context for Service-Learning in Medical Education," "Designing and Implementing Service-Learning in Medical Education," and "Service-Learning Research and Evaluation." The appendix includes a variety of service-learning resources, including descriptions of programs and organizations and lists of websites and publications.

Also available is *Caring and Community: Concepts and Models for Service-Learning in Nursing*, edited by Jane S. Norbeck, Charlene Connolly, and JoEllen Koerner. The book addresses questions such as how to create meaningful connections beyond the requirements of patient care, how to coalesce fragmented nursing curricula, and how to develop a central focus on the individual in the context of the community as health care shifts to that setting.

The Nursing volume includes theoretical essays, classroom applications, and samples of syllabi and assignments, as well as an annotated bibliography and a list of practitioners involved in service-learning projects.

Both volumes were published in cooperation with Community-Campus Partnerships for Health, a San Francisco-based nonprofit organization founded in 1996 to foster health-promoting partnerships between communities and educational institutions (see futurehealth.ucsf.edu/ccph.html for more information).

For more information about these volumes or the entire series, contact AAHE's Publications Coordinator, 202/293-6440 (x780), or order online at www.aahe.org.

AAHE News

Meet Yolanda Moses

Moses

When Yolanda Moses becomes AAHE's chief executive on August 1, the seasoned educator will bring a member's view to her role as AAHE's new president. She joined AAHE in 1985 when she was a dean and an anthropology professor at California State Polytechnic University-Pomona.

Moses, former president of The City College of the City University of New York (1993–1999) and a former president of the American Anthropological Association (1995–1997), is currently a senior scholar at the American Council on Education.

"I am very honored and excited to have been chosen by the AAHE Board of Directors to be the Association's next president," Moses said. "As we move into the 21st century, it is clear that effective higher education is going to be more important than ever. I am committed to making sure that AAHE maintains its leadership role as a catalyst in American higher education transformation."

"AAHE has been always a part of my professional training and development, both as a faculty member and an administrator, because the issues that AAHE deals with are always on the cutting edge," she said. AAHE's leadership role on addressing assessment, diversity, and other essential higher education issues is what brings members to the Association, she explained.

Moses praised her presidential predecessors and said she hopes to keep up their good work. "I am following in the footsteps of two distinguished prior presidents, Russ Edgerton and Peg Miller. Under their leadership, their staffs' exceptional talents, and the wise counsel and support of their Board of Directors, AAHE has earned the reputation of being one of the most prestigious higher education associations in the United State and abroad. I pledge to continue that tradition."

AAHE's Board of Directors selected Moses after a national search, and Board Chair Richard Chait announced the appointment on May 25. "We are so fortunate to have attracted such an extraordinarily talented and experienced person to assume the presidency of AAHE," Chait said. "Dr. Moses has touched all the bases — as a faculty member, department chair, dean, president, and head of a disciplinary association. At every turn, she has provided moral and intellectual leadership, and her unswerving commitment to teaching, learning, service, and diversity coincides precisely with AAHE's mission and priorities."

Antoine Garibaldi chaired AAHE's Presidential Search Committee; he becomes chair of the Board July 1. "Dr. Moses brings a wealth of senior-level experience in higher education, and at different types of institutions, to her leadership role at the AAHE," Garibaldi said. "AAHE members will appreciate her keen sense of current and future issues that need to be addressed by the organization over the next few years."

Moses said that she is the proud product of public higher education in California, where she received an associate's degree from San Bernardino Valley College and a bachelor's degree from California State University-San Bernardino. She received both her master's degree and doctorate in anthropology from the University of California-Riverside.

Moses said she is looking forward to hearing from AAHE members, who may send her email at aahepres@aahe.org.

AAHE Negotiates Adam's Mark Settlement

The 2001 AAHE Assessment Conference will be held as planned at the Adam's Mark Hotel in Denver, Colorado, after AAHE worked closely with that hotel chain's leadership to resolve concerns over alleged racial discrimination. During the negotiations, AAHE made clear its concerns about the allegations and strongly urged the company to reach a settlement agreement with all parties.

The hotel chain has done just that, settling all disputes against it by the U.S. Department of Justice, the NAACP, the Florida Attorney General, and student plaintiffs from the Black College Reunion, and has donated $1 million to each of four Historically Black College and Universities. The chain, while not acknowledging misconduct, has also agreed to monitoring by Project Equality, Inc., a national program sponsored by religious, non-profit, and for-profit organizations to assist employers to achieve equal employment opportunities for all people.

Moreover, the hotel chain has agreed to sponsor an event at the Assessment Conference that demonstrates its commitment to diversity.

AAHE considered relocating the 2001 Assessment Conference after racial discrimination allegations were made against the hotel chain, but held up a final decision while the Justice Department investigated the claims and negotiated a settlement. AAHE execu-

tive staff also met with Adam's Mark officials during the investigation to inform the company of the association's intent to cancel its contracts unless the claims were settled.

The 2001 AAHE Assessment Conference will be held June 22–25. For more information on the conference, contact Linda Suskie, director, AAHE Assessment Forum (x794), lsuskie@aahe.org; or Carlos Pelham, project assistant (x768), cpelham@aahe.org.

2001 FFRR Conference Call Now Available

"The Changing Professoriate: New Technologies, New Generation" is the theme of the 2001 AAHE Conference on Faculty Roles & Rewards, to be conducted February 1–4 at the Tampa Marriott Waterside in Tampa, Florida.

Topics for the 2001 conference, the meeting's ninth annual gathering, include "The Impact of Technology on the Faculty Role," "The Generational Changing of the Guard," and "Interaction of Technological and Generational Changes." Other topic areas include "Honoring Different Forms of Scholarly Experience," "Scholarship of Teaching and Learning," "Scholarship of Engagement," "Building a Collaborative Culture," "Rewarding Academic Citizenship," and "New Pathways."

The Call for Proposals and Participation, mailed with this issue of the *Bulletin*, is also available on AAHE's website. If you did not receive a copy of the Call in this issue, please contact Kathleen Wert, FFRR project assistant (x770), or email aaheffrr@aahe.org.

The deadline for workshop proposals is September 5; session proposals are due September 11.

Marchese To Leave AAHE

Ted Marchese, AAHE vice president for 17 years and this *Bulletin*'s editor until 1999, announced in May that he will leave AAHE at summer's end. Marchese will become managing partner of Academic Search and Consultation Service (ASCS), a nonprofit service that conducts presidential searches for colleges and universities.

Marchese

Marchese has represented AAHE on the advisory board of ASCS since 1988. He begins his new position September 1.

Marchese came to AAHE in 1982 as the association's vice president. In 1985 he organized the first of what became AAHE's annual Assessment Conference. In 1991, he initiated AAHE's work with continuous quality improvement, which led to a 22-campus Academic Quality Consortium, which led in 1996 to AAHE's Summer Academy, now an annual event.

Marchese has been deeply involved in AAHE publications, as editor of the *Bulletin* from 1982 through 1999 and author of its widely read "Bulletin Board" column since 1986. Since 1984 he has been executive editor of *Change*, higher education's most widely read magazine. Marchese will edit *Change* through the November/December 2000 issue, then assume the role of a contributing editor.

Among Marchese's legacies is his authorship in 1987 of AAHE's all-time best seller, *Search Committee Handbook*, now in its third printing with sales of some 20,000 copies.

Marchese told the *Bulletin* that the summer months will permit him to work closely with incoming AAHE

AAHE's Ted Marchese: An Appreciation

By Peter Ewell, Senior Associate, National Center for Higher Education Management Systems; and member, AAHE Board of Directors

For as long as I can remember, Ted Marchese and AAHE have been synonymous. Whatever the emerging issue, if AAHE was in it, Ted was there. Now that he is leaving — with our best wishes — we know that we will miss him. But what was Ted's *job* exactly?

For me, at least, Ted Marchese has been higher education's pre-eminent journalist. To some, this may seem a curious (even libelous) appellation — especially for someone I want to keep as a friend. But I mean it in the grand tradition of those who deeply chronicle, who discover and promote new talent, and who can uncannily predict the future. Ted's approach to any issue he tackled — whether in the pages of *Change*, in the *Bulletin*, or in the numerous sessions he delivered for AAHE at its many conferences — recalled the wit of a Mencken, the zest for action of a W.S. Churchill, and the sagacity of a William Allen White. Quite simply, the man has an eye for a story. Above all, Ted has repeatedly anticipated issues that proved decisive in shaping our practice. Topics like assessment and quality management, technology and the new providers, or cognitive science and its implications for pedagogy were objects of Ted's attention well before they became household issues for higher education. Serving as AAHE's long-range scout, he's thus been the secret weapon that has enabled us to be the acknowledged front-runner among associations in tackling cutting-edge issues of institutional change.

Scouting in another way, Ted has been a remarkable discoverer of talent. For each of the issues he has explored, he's also found voices. Indeed, many of us owe much of our careers to his early promotion. Accompanying this is an editor's knack for making others look good — a task, if done right, that's by definition invisible in the finished product and that mostly goes unacknowledged. Combined with a deep sense of rhetoric and the ability to bend the language to do one's bidding, other key elements of the editor's craft, Ted's leadership of *Change* will be badly missed and difficult to match.

But what we will miss most is a final quality. Ted cares deeply about the academic enterprise and those who inhabit it. He's been in many ways our Cassandra, not because he has a fondness for foretelling threatening futures. He has done so, I think, because his values are deeply intellectual and humane, and he wants us to hold on to what is best in an increasingly uncertain world. As he begins the next stage of his career — identifying and selecting those who will help us navigate in this new environment — I wish him the best of luck on behalf of all of AAHE's members and constituents.

president Yolanda Moses on a "happy, successful launch of her presidency." In gratitude for his service, in June the AAHE Board of Directors Executive Committee appointed Marchese an AAHE "Senior Scholar" for a five-year term.

UUPP Report

One of the innovations emerging from the Urban Universities Portfolio Project is a prototype for a program portfolio focused on student learning. Dean Dorn, creator of the prototype and professor emeritus of sociology at California State University-Sacramento (CSUS), defines an electronic department portfolio as "a Web-based package of evidence that demonstrates a department's competency, accountability, and efforts to improve."

The prototype, a portfolio for the CSUS Sociology Department, is designed to provide an assessment of the context and structure in which students and faculty engage in academic work. As such, it can serve as the basis for an approach to program review that makes student learning its primary focus.

The Sociology Department prototype presents the department's assessment plan, including learning goals, measures, and examples of research instruments used to gather evidence of student learning. It incorporates representative examples of student and faculty work, evaluation results, and reflection on those results. Its framework and content are organized around five categories, each related to a part of the department's academic mission; evidence presented in the portfolio is intended to demonstrate the ways in which the department carries out its mission in the five areas, and how effectively it does so.

Dorn notes that electronic department/program portfolios can be used for a variety of purposes. At CSUS, department portfolios will be linked to the institutional portfolio, as evidence of how learning is assessed within academic programs. The university hopes to use the portfolios as documentation for program review, and for regional and specialized accreditation. Prospective students and faculty might also use the portfolio. For example, potential faculty hires might be asked to visit the portfolio and then discuss at an interview how they see themselves helping students work toward key learning outcomes for the program.

See www.csus.edu/soc/portfolio/ for more information on the Sociology Department prototype, or contact Dean Dorn, psa@csus.edu.

On the Horizon Offers Special Member Rate

By special arrangement, Camford Publishing is offering AAHE members a 10 percent discount on the combined print and online subscription price to *On the Horizon (OTH)*, a strategic planning newsletter for education professionals. In addition, as a special introductory offer, AAHE members will receive four free issues when they sign up for a subscription to the year 2001.

OTH, an international bimonthly publication available in print and online, provides a "radar" service to "key decision makers concerned with postsecondary education in its many and merging forms, from traditional institutions to corporate universities and from private/for-profits to nonprofits around the world. *OTH* aims to inform educators about the challenges that they will face in a changing world and steps they can take to meet these challenges," says Camford.

For more information on *OTH* and these offers for AAHE members, see www.camfordpublishing.com/aahe/

Teaching and Learning Newsletter Offers Discount to AAHE Members

AAHE members are eligible for a 15 percent discount on new subscriptions to *The National Teaching and Learning Forum (NTLF)* newsletter. Long-time AAHE member James Rhem edits the bimonthly publication, which addresses a wide variety of cross-disciplinary concerns related to teaching and learning issues.

See www.ntlf.com for examples of recent articles. AAHE members can receive a one-year subscription (six issues) for $33 (instead of the usual $39 rate). Subscriptions mailed outside of North America are $41 (regularly $45). Call 800/279-6799, 602/265-2651, email ntlf_subs@www.ntlf.com, or see www.ntlf.com to subscribe.

You must specify offer #B8124 and provide your AAHE membership number on the bill to/ship to line to receive your discount. Offer is valid for new subscribers only, no renewing or current subscribers, please.

WebCenter Supports AAHE's Campus Program

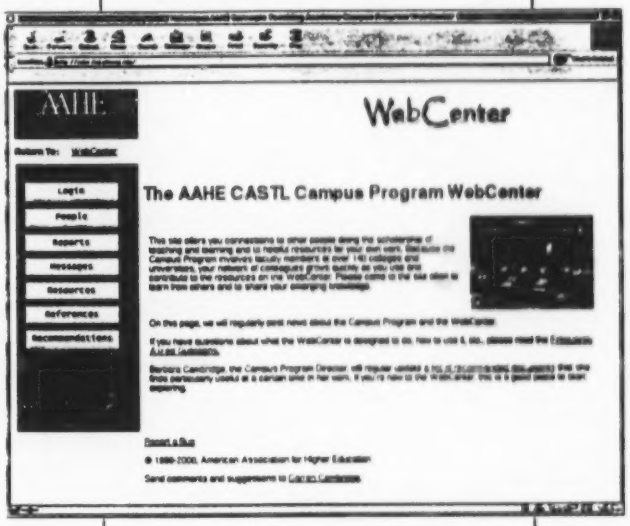
At the National Conference in Anaheim this March, AAHE launched the WebCenter, a Web-based knowledge-building environment that supports the development of the scholarship of teaching and learning by AAHE's Campus Program.

The Teaching Academy Campus Program encourages campuses to cultivate conditions that enable inquiry and action that support the scholarship of teaching and learning. It is part of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), a multiyear project funded by the Carnegie Foundation for the Advancement of Teaching and the Pew Charitable Trusts.

The WebCenter allows Campus Program participants to view profiles of other participants, post and read reports from campus groups, participate in threaded discussions about issues of common interest, upload and download electronic documents about the scholarship of teaching and learning, and post

annotated references to books, articles, and websites that have influenced their practice as teacher-scholars. Powerful search tools make it easy to find useful resources. The most innovative feature of the WebCenter is the recommendation system, which finds common patterns of use on the site and uses these patterns to recommend participants to each other on the basis of common interests.

The Campus Program links groups of faculty members and administrators from more than 170 higher education institutions across the United States and abroad who have come together to discuss how to promote institutional change that will support the scholarship of teaching and learning. In the first phase of the Program, a group meets on its campus to identify where and how the institution is doing the scholarship of teaching and learning, what obstacles, if any, impede these activities, and to devise a plan of action to promote the scholarship of teaching and learning at the institution. In the second phase of the Campus Program, "Going Public," campus groups share the results of their internal conversations and the products of their teaching and learning with other Program participants.



The WebCenter is designed to support the Going Public phase of the Campus Program. It provides a centralized space in which Campus Program participants interact, share and comment upon the products of their work to improve their institutions and their practice of the scholarship of teaching and learning, and build collaborative relationships that strengthen the visibility and perceived value of the scholarship of teaching and learning on a national scale.

Rather than a centrally controlled publication, the WebCenter is a community-enacted system where meanings and exemplars of the scholarship of teaching and learning emerge from collective activity. The WebCenter works bottom-up, not top-down. Virtually all of the documents available on the WebCenter are contributed to the site by participants.

For example, Craig Nelson, a professor at Indiana University-Bloomington, posted an extensive bibliography of books, articles, and websites about the scholarship of teaching and learning. Several other participants posted annotations to the document in which they lauded its usefulness to their work and suggested ways to improve it to make it more accessible to others. Nelson posted revised versions of the bibliography based on these suggestions, and plans to continue to update the bibliography on a regular basis.

The WebCenter also keeps a record of how participants use the system. Employing a technology called collaborative filtering with software from NetPerceptions, the WebCenter compares the user's record of use with those of all the other participants and finds a neighborhood of people who are using the site in a similar way. Participants are presented with this list of people, which is continually updated as the site is used, so that they can explore how their interests correlate and exchange ideas and collaborate in their scholarship of teaching and learning. Many practices and ideas can productively cross traditional academic boundaries, such as discipline and institutional type.

For example, a junior mathematics professor at a community college in Vermont may want to incorporate small-group interactions into a large calculus lecture course she is teaching. An English professor at a large public university may also want to incorporate small-group interactions into a large survey course in American literature. These two teacher-scholars might be able to exchange ideas and experiences that would improve both their courses, and might later want to write an article together to share their successes with others across the country. Through conventional modes of scholarly communication, it is unlikely that the two would come in contact. However, the recommendation system on the WebCenter could recognize that they were using the site in similar ways and suggest that they might want to work together.

The WebCenter establishes AAHE in a leadership role in the use of advanced Internet technology to help produce institutional and personal change on a national scale. The Program believes it is the first application of collaborative filtering at this scale and level of sophistication in American higher education. The WebCenter continues to grow and improve, and many new features are planned for the coming year.

We encourage you to visit the WebCenter at aahe.ital.utexas.edu. If your campus is not part of the Campus Program, there is still a way for you to register and participate, so check out the site. We welcome use of the site by anyone who is interested in work on the scholarship of teaching and learning.

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AAHE's Latest Releases

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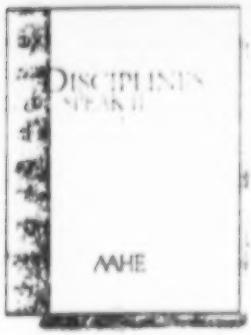
New in AAHE's 18-volume Series on Service-Learning in the Disciplines ...

Teaching for Justice: Concepts and Models for Service-Learning in Peace Studies

Typical in this series, the volume opens with several scholarly essays focusing on theoretical and conceptual issues at the intersection of the discipline and the pedagogy of service-learning ("Moral Dimensions of Peace Studies," "Peace Studies, Pedagogy, and Social Change," "Learning From the Experience of Experience"). Then faculty report their experiences integrating service-learning into undergraduate and graduate peace studies programs (Georgetown, St. Thomas, San Francisco, Earlham, UC-Boulder, George Mason) and into individual courses (Radford, St. Joseph's, James Madison, UM-Lowell). Also includes a preface by Elise Boulding, and two annotated resource lists. *(1999, 208pp)* edited by Kathleen Maas Weigert and Robin J. Crews

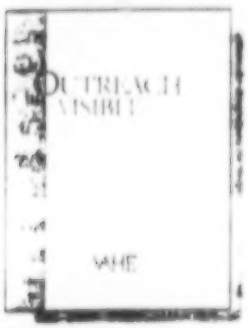
$24.50/$28.50 ea; bulk discounts available. Complete 18-volume series $405
SL11DS ISBN 1-56377-015-6



The Disciplines Speak II: More Statements on Rewarding the Scholarly, Professional, and Creative Work of Faculty

Updates the progress of disciplinary/professional societies toward their formalizing a position on what faculty work deserves recognition and reward in their unique culture/community. Statements in this volume: American Association of Colleges for Teacher Education; American Association of Colleges of Nursing; American Physical Society; American Psychological Association; American Society of Civil Engineers; Association of American Medical Colleges; Association of College and Research Libraries; Council on Social Work Education; Modern Language Association; National Council on Black Studies; National Women's Studies Association; and Society for College Science Teachers. *(2000, approx 200pp)* edited by Robert M. Diamond and Bronwyn E. Adam. Companion volume to *The Disciplines Speak* (1995).

$10.00/$12.00 ea **#FR0001** ISBN 1-56377-047-4



Making Outreach Visible: A Guide to Documenting Professional Service and Outreach

Faculty professional service/outreach won't get the respect and reward accorded other forms of scholarship until it can be documented and subjected to rigorous peer review. This companion volume to Ernest Lynton's *Making the Case for Professional Service* (see page 4) delivers specifics for developing such a review process tailored to a campus's unique culture. The protocol calls for collaborative teams of faculty and administrators to reach consensus on goals, definitions, and logistics through guided reflection and discussion of prototype portfolios. Sixteen such prototypes are included in the volume, the product of a three-year, Kellogg-funded project. *(1999, 244pp)* by Amy Driscoll and Ernest A. Lynton.

$16.00/$19.00 ea **#FR9901** ISBN 1-56377-045-8

Making a Place in the Faculty Rewards System for Work with K-12: A Project Report of Four Universities

A source of inspiration and instruction for institutions and individuals who dare to cross the invisible "line" separating higher ed from K-12. Describes a collaboration of four universities (Temple, Texas at El Paso, CSU-Northridge, and Southern Colorado) to create a coherent K-16 experience for both teachers and learners by giving faculty participation in schools a place in the faculty rewards system. Offers lessons learned, and suggests strategies for others undertaking to honor such faculty work. A report of the "K-12 Education in Faculty Roles & Rewards Systems: A Higher Ed Tough One" project, supported by AAHE, The Education Trust, and FIPSE. *(1999, 120pp)* edited by Crystal J. Gips and Carol F. Stoel.

$12.00/$16.00 ea **#SC9901** ISBN 1-56377-046-6

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Taking Note

This section focuses on member news as well as resources that members may need or find interesting, including websites, upcoming events, reports, and publications. Send your suggestions, press releases, and other items to: AAHE Bulletin, One Dupont Circle NW, Suite 360, Washington, DC 20036-1110; bulletin@aahe.org.

Members in Motion

New presidents coming on board this summer include **John E. Bassett**, Clark University; **Lloyd W. Benjamin III**, Indiana State University; **David A. Caputo**, Pace University; **Warrick L. Carter**, Columbia College Chicago; **Charles M. Edmondson**, Alfred University; **Judy Lynn Genshaft**, University of South Florida; **Sharon Y. Hart**, North Dakota State College of Science; **Chester D. Haskell**, Monterey Institute of International Studies; **Dolph E. Henry**, Tusculum College; **John H. Joseph**, University of Maine-Machias; **Shirley Kelly**, College of San Mateo; **Samuel A. Kirkpatrick**, Eastern Michigan University; **Jo Marshall**, Somerset Community College; **George Matthews**, Lourdes College; AAHE Board Member **Gail O. Mellow**, CUNY's LaGuardia Community College; **Joseph B. Moore**, SUNY's Empire State College; **John G. Peters**, Northern Illinois University; **Stephen Privett**, University of San Francisco; **Jean A. Scott**, Marietta College; and **Steffen H. Rogers**, Bucknell University.

Mellow

Also, **Michael J. Vinciguerra** is the new acting president at the State University of New York-Farmingdale; and **Charles E. Glassick** is now interim president of North Carolina Wesleyan College. **William Cale Jr.** will become chief executive of Pennsylvania State University at Altoona on July 1.

Garibaldi

AAHE Board member **Antoine Garibaldi** is now a senior fellow at the Educational Testing Service (ETS). Vice chair of AAHE's Hispanic Caucus **Juan C. Gonzalez** is the new vice president for student affairs at Georgetown University. **M. Ben Hogan** is the new vice president of student affairs and dean of students at Springfield College.

Roger G. Brown is the new provost and vice chancellor for academic affairs at the University of North Carolina at Pembroke. **Joann La Perla** is the new provost and senior vice president for academic affairs at CUNY's New York City Technical College. **P. Bruce Pipes** has been promoted to provost and dean of the faculty at Franklin and Marshall College. **Rogers Redding** has moved from interim vice president for academic affairs to vice president for academic affairs and provost at Northern Kentucky University. **Ronald A. Sharp** has moved from acting provost to provost at Kenyon College. **Ham Shirvani** is the new provost and executive vice president for academic affairs at Chapman University.

Ralph Fessler is the new dean of the School of Professional Studies in Business and Education at Johns Hopkins University. **Robert F. Olin** is the new dean of the College of Arts and Sciences at the University of Alabama. **F. Garvin Davenport** has moved from interim dean to dean of the College of Liberal Arts at Hamline University.

Phyllis Palmiero has moved from acting director to director of the State Council of Higher Education for Virginia. **Lynda Barner West** is the new assistant vice president for information services at Chatham College. **Richard L. Harpel** is the new director of federal relations for higher education at the National Association of State Universities and Land-Grant Colleges, effective September 1.

Good Work

Norman Coombs, professor emeritus at the Rochester Institute of Technology, will receive the Francis Joseph Campbell Award from the American Library Association in Chicago for his work in making libraries accessible for disabled patrons. Coombs is also chair of EASI, Equal Access to Software and Information, a core activity for the TLT Group, AAHE's teaching, learning, and technology affiliate.

The American Council on Education recently named 34 educators — including six AAHE members, as ACE Fellows. The fellows engage in leadership and management activities to enhance their knowledge about the challenges and opportunities confronting higher education. AAHE members named ACE Fellows include **Sona Karentz Andrews**, University of Wisconsin-Milwaukee; **Lauren Bowen**, John Carroll University; **Celestino Fernandez**, University of Arizona; **W. Weldon Hill**, Virginia Union University; **Steve O. Michael**, Kent State University; and **Suman Singha**, University of Connecticut.

Manuel T. Pacheco, president of the University of Missouri System, has been appointed by President Clinton to the National Security Education Board.

Retirements

Ronald Collins, provost and vice president for academic affairs at Eastern Michigan University, will retire next May. **Patricia S. Florestano**, Maryland secretary of higher education, has announced her retirement, effective July 1. **Margaret Hartman**, provost and vice president for academic affairs at California State University-Los Angeles, will retire in September. **Kenneth P. Mortimer**, president of the University of Hawaii System, will retire in July 2001.

Miller Says Farewell to Members

This is the last issue of the *Bulletin* that will come out while I am president, and I am exercising my presidential prerogative for the last time in using it to say what a privilege it has been to be AAHE's president. The past three years have been the highlight of my professional life: working with wonderful people to shape higher education's agenda for improvement is the most satisfying work I can imagine. Also, it's been fun. At my first National Conference as president, I wore an Emma Goldman button that read, "If I can't dance, I don't want to be part of your revolution." I have danced in your company, and for that I will always be grateful.

So, goodbye. To make a fine French distinction, this is *à demain*, not *adieu*. I expect to see you all as we continue our collective efforts to instantiate AAHE's vision, "a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy." And let's whistle while we work.

—Peg Miller

C A L E N D A R

2000 Summer Academy. Snowbird, UT
July 19–23

2001 Conference on Faculty Roles & Rewards. Tampa, FL
February 1–4
- Call for proposals available at www.aahe.org
- Workshop proposals due September 5
- Session proposals due September 11

2001 National Conference on Higher Education. Washington, DC
March 24–28
- Call for proposals available in August at www.aahe.org

2001 Assessment Conference. Denver, CO
June 22–25

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